

2003-2004

Accountability Manual

The 2003-2004 Annual School and District Report Card System
For
South Carolina Public Schools and School Districts

June 2003



South Carolina Education Oversight Committee
Post Office Box 11867
Columbia, South Carolina 29211

Table of Contents

Section I	Introduction	1
	System Preamble and Purposes.....	1
	Components of the System	1
	Definition of Critical Terms.....	5
	Manual Organization.....	5
Section II	2004 Accountability System.....	6
	Identification of School/Program Units for Report Cards.....	6
	Criteria for and Calculation of School and District Ratings.....	7
	Ratings for Schools Enrolling Students in Grade Two or Below.....	8
	Ratings for Schools Enrolling Students in Grades 3 Through 8	11
	Ratings for High Schools	21
	Ratings for Career and Technology Centers.....	25
	Ratings for School Districts.....	29
	Ratings for Special Schools.....	33
Section III	2004 Accountability Rating Criteria and Standards	44
	Inclusion of New Assessments in Ratings	44
	Process for Determining Criteria for School/District Profile Information.....	44
	Minimum Size Requirements	44
	Quantitative Parameters for Each Rating Category.....	44
	Reporting of Subgroup Performance	45
	Ratings Conditional on the Performance of Student Subgroups.....	45
	Data Reported as "N/A"	45
Section IV	Longitudinally Matched Data	46
Section V	Schools Similar in Student Characteristics.....	47
	Districts and Schools Similar in Student Characteristics	47
	Building School Groups	47
Section VI	Report Card Information and Presentation	48
	General Design Issues	48
Section VII	System Safeguards.....	49
	Ratings Impact.....	49
	Serious Data Problems.....	49
	Ratings Changes	49
	Analyses Undertaken Prior to the Release of Ratings	49
	Analyses Undertaken After the Release of Ratings.....	50
Section VIII	Local Responsibilities	51

Section IX	Palmetto Gold and Silver Awards Criteria	52
	Overview	52
	Criteria and Procedures.....	53
	Criteria for Selecting Schools for Awards - Grades 3-8, Career and Technology Centers, and Special Schools.....	53
	Award Criteria for High Schools	55
Section X	Preview of the 2004-2005 Accountability System	58
	System Evolution.....	58
Section X	Additional Information	60
	Calendar for 2003-2004	60
	Whom to Call with Questions	60
Appendices	60
Appendix A:	The Education Accountability Act of 1998, as Amended in 2002	
Appendix B:	Analyses of 2001-2002 Report Card Data	
	B-1: SC School and District Ratings, 2001-2002	
	B-2: Review of School Improvement Rating Methodology	
	B-3: Revisions to High School Ratings Criteria	
	B-4: Recommendations Regarding Changes to the 2003-2004 Accountability Manual	
Appendix C:	Definitions and Formulas for School or District Profile Information	
Appendix D:	Table of Specifications by School or District for Report Card Data	

Section I INTRODUCTION

The Accountability Manual is designed as a technical resource to explain South Carolina's public education accountability system. The accountability system is to promote high levels of student achievement through strong and effective schools.

This manual addresses the ratings and reporting processes for the November 2003 report card and provides the initial specifications for the November 2004 report card. It reflects changes made to the report cards resulting from analyses of data from the 2002 report cards and feedback from the field.

NOTE: The federal No Child Left Behind (NCLB) legislation may require additional modifications to some aspects of the accountability system described in this edition of the Accountability Manual. The State Plan received final approval by the US Department of Education at the time of this manual's publication, and additional modifications may be needed to comply with Federal requirements. This Manual will be supplemented as needed to reflect federal legal and regulatory changes; the changes will be mailed and posted on the web.

System Preamble and Purposes

The Education Accountability Act of 1998 provides the foundation for the South Carolina Accountability System. The enabling legislation included the following preamble and purposes:

§59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students and the community.

§59-18-100. The system is to:

1. Use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
2. Provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
3. Require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
4. Provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
5. Support professional development as integral to improvement and to the actual work of teachers and school staff; and
6. Expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency and the effectiveness of academic improvement efforts.

Components of the System

Ratings Beginning with the 2001 report cards, each school and district has received two State Accountability System ratings, one for absolute performance level and one for improvement rate:

- (1) Absolute rating: the level of a school's academic performance on achievement measures for the current school year;

- (2) Improvement rating: the level of growth in academic performance when comparing current performance to the previous year's (based on longitudinally matched student data and on differences between cohorts of students when longitudinal data are not available). Improvement ratings also reflect reductions in achievement gaps between majority groups and historically underachieving groups of students and on sustained high levels of school or district achievement.

The five rating terms are Excellent, Good, Average, Below Average and Unsatisfactory.

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

In addition to the State Accountability System ratings, each school and district will receive an indicator of Adequate Yearly Progress (AYP) based on the requirements of the No Child Left Behind (NCLB) Federal legislation. AYP specifies annual targets for the testing and achievement of all students and of specific demographic subgroups. Information regarding the AYP indicators is available from the South Carolina Department of Education (www.myschools.com).

Standards-Based Assessments The standards-based assessment system used in the development of school ratings includes Grades 3-8 Palmetto Achievement Challenge Tests in mathematics, reading/English language arts, science and social studies; the revised exit examination; and end-of-course assessments for selected high school courses.

The availability of assessments is dependent upon the development schedule approved by the State Board of Education and shown below:

Timeline for Implementation of New Assessments

Test	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Readiness 1, 2				X					
PACT 1, 2		Deleted from EAA in 2001							
PACT 3-8 Math, ELA	X								
PACT 3-8 Science					X				
PACT 3-8 Social Studies					X				
PACT Exit Exam Math, ELA						X			
PACT Exit Exam Science						Not scheduled			
PACT Exit Exam Social Studies						Not scheduled			
End-of-Course Math					X				
End-of-Course, ELA						X			
End-of-Course Science						X			
End-of-Course, Social Studies									X
Alternate Assess. Grades 3-8			X						
Alternate Assess. High School					X				

Source: State Department of Education, 2002

For the November 2003 and 2004 report cards, the following assessments are used in the calculation of school and district ratings:

- ❑ Schools enrolling students in grades K-2: Criteria other than assessment data (e. g., student attendance, pupil-teacher ratios, parent involvement, external accreditation, and early-childhood professional development) are used for the rating;
- ❑ Schools enrolling students in grades 3-8: 2002 and 2003 PACT ELA and math data for 2003 report card; 2003 and 2004 PACT ELA and math data for 2004;
- ❑ Schools enrolling students in grades 9-12: Exit Examination results, percentages of students eligible for LIFE scholarships (based on SAT/ACT test results and grade point average), graduation rates;
- ❑ Career and Technology Centers: Percentages of students mastering core competencies or certification requirements in center courses, along with graduation and placement rates;
- ❑ Special schools: Criteria appropriate for each school's mission;
- ❑ Districts: Assessments used for calculating the ratings for schools enrolling students in grades 3-8 and high schools are used to calculate the district ratings.

School Profile Information

School or District Profiles provide information about the educational environment over which the school community has influence and which precede performance.

Annual analyses of these and other data elements are to be conducted to determine the relationship to student academic performance.

Flexibility Status

(1) For schools with exemplary performance: A school is given the flexibility of receiving exemptions from regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

- ❑ the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
- ❑ the school has met annual improvement standards for subgroups of students in reading and mathematics; and
- ❑ the school has exhibited no recurring accreditation deficiencies.

Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.

To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

(2) For schools designated as unsatisfactory: A school designated as unsatisfactory while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.

(3) For other schools: Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

Definitions of Critical Terms (Section 59-18-320)

- (1) 'Oversight Committee' means the Education Oversight Committee established in Section 59-6-10.
- (2) 'Standards-based assessment' means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.
- (3) 'Disaggregated data' means data broken out for specific groups within the total student population, such as by race, gender, and family income level.
- (4) 'Longitudinally matched student data' means examining the performance of a single student or a group of students by considering their test scores over time.
- (5) 'Norm-referenced assessment' means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group.
- (6) 'Academic achievement standards' means statements of expectations for student learning.
- (7) 'Department' means the State Department of Education.
- (8) 'Absolute performance' means the rating a school will receive based on the percentage of students meeting standard on the state's standards-based assessment.
- (9) 'Improvement performance' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.
- (10) 'Objective and reliable statewide assessment' means assessments which yield consistent results and which measure the cognitive knowledge and skills specified in the state-approved academic standards and does not include questions relative to personal opinions, feelings, or attitudes and is not biased with regard to race, gender, or socioeconomic status. It is not intended that the assessments be limited to true/false or multiple choice questions.
- (11) 'Division of Accountability' means the special unit within the Education Oversight Committee established in Section 59-6-100.
- (12) 'Ratings Year' means the academic year of the state test data which are incorporated into the performance level rating.

Manual Organization

The organization of this manual is structured to provide state and local education agencies with details regarding the implementation of the accountability system and to enable those agencies to plan for meaningful and accurate data collections, to work with their professional colleagues and public toward understanding of the elements reported; and to ensure that the system improves continuously.

Section II 2004 ACCOUNTABILITY SYSTEM

Identification of School/Program Units for Report Cards

Report cards are to be issued for each school or district to include the following:

- ❑ Each school or district organizational unit assigned a Basic Educational Data System (BEDS) code by the State Department of Education unless requested by the district;
- ❑ Each special school operating under the auspices of the State of South Carolina including those operated by the Department of Juvenile Justice; the Felton Laboratory School at South Carolina State University; the Governor's School for the Arts and Humanities; the Governor's School for Science and Mathematics; the John de la Howe School; the Palmetto Unified School District; the SC School for the Deaf and the Blind; and the Wil Lou Gray Opportunity School;
- ❑ Multiple report cards will be issued only if there are sufficient numbers of students in each group to meet the criteria for reporting disaggregated data (see page 43). When multiple report cards are issued for a school, data elements that are specific to the different grade levels will be different. All other data elements will be identical. In a school with grades 7-12, for example, the report card for grades 7-8 will include the number of students enrolled in courses for high school credit, while the report card for grades 9-12 will include the number of students successfully completing AP/IB courses. Other data, such as attendance rates, will be identical on the two report cards. Each report card will contain unique measures of absolute performance and improvement performance to the extent that the methods that are adopted for those ratings depend on data that are routinely collected by grade level. If data that are not routinely collected by grade level are used to construct or to interpret the ratings, then identical information for these data will appear on all report cards issued for the school.

Superintendents may request that separate report cards be issued for special program units that meet the following criteria and that would not otherwise receive a separate report card:

1. The program unit is a multi-grade unit directed toward a purpose (either curriculum, special population or distinct methodology) housed on the campus of a BEDS-designated school;
2. The program unit has an administrative leadership structure separate from the school which houses the program;
3. The program unit is acknowledged generally by parents and the public to be separate and distinct from the school which houses the program;
4. There is no overlap between the grades served by the program unit, any other program unit housed at the school, and the host school.

Requests for separate report cards must be made to the State Superintendent of Education by the first day of the school year preceding the report card year. The State Superintendent will approve or deny such requests.

- ❑ A typical elementary school is defined as containing grades K-5; a typical middle school, grades 6-8; a typical high school, grades 9-12. Any school that includes a grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes grades K-6, it will be considered elementary. If a school includes grades 5-9, it would be considered a middle school. If a school includes two or more grades on either side of the typical pattern (e.g., 4-8), two report cards would be produced. Due to the differences in data included in ratings for high school grades, any school that contains grade 10 and crosses organizational patterns would require at least two report cards.

Criteria for and Calculation of School and District Ratings

District rating approaches will parallel those used at the school level. Depending on the method selected, district ratings will be calculated by aggregating student level data. Following their third administration, student assessment results from the PACT-Alternate assessment will be included in the calculation of the district but not the school ratings. Results from high school end-of-course assessments will be included in the calculation of high school and district ratings following the third administration of the assessments in at least four subject areas.

Students included in the ratings

Absolute Performance Ratings for Schools: Any student who is in membership in a school at the time of the 45-day enrollment count will be included in the absolute performance rating for a school for the Ratings Year if he or she was enrolled at the time of testing. (Therefore, students in membership but temporarily assigned to an alternative program, are counted in the home school.) Students who have taken at least one complete subject area test (e.g., mathematics) will be included. Data from students repeating a grade are included in the calculation of the ratings.

Data from special education students administered the PACT tests with accommodations or modifications will be used for the calculation of school and district ratings. Scores from these students will be treated in the ratings calculations in the same manner as those from PACT administered in its standard format. Data from the results of modified administrations such as "off-level" testing, in which special education students are administered a test targeted for a lower grade level than that indicated by their chronological age, will also be treated in the ratings calculations in the same manner as data from the standard administration of PACT. Data from students administered the PACT Alternate assessment will be used in the calculation of district ratings only. Data from students having Limited English Proficiency (LEP) will be used in school and district ratings as available.

Absolute Performance Ratings for Districts: Any student who is enrolled in a district at the time of the 45-day enrollment count will be included in the absolute performance rating for a district for the Ratings Year, even if he or she has changed schools within the district. All other conditions stipulated for schools will apply for district ratings.

Mobile students are of particular importance to the accountability system. The EOC will study the impact of student mobility on the accountability system.

Improvement Ratings for Grades 3-8: Any student will be included if he or she is enrolled in a school (or district) on the 45th day, can be matched to the previous year, and has PACT test scores for both years, even if the student attended a different school during the previous year. The percentage of matched students will be reported on the Report Card, and will be calculated by dividing the number of students included in the improvement rating by the number of students enrolled on the 45th day.

Student performance categories: The State Board of Education through the State Department of Education is mandated to adopt or develop standards-based assessments in mathematics, English language arts, science, and social studies for grades 3-8, an exit examination to be first administered in grade 10, and end-of-course tests for gateway courses for grades 9-12.

Each test is to be reviewed and approved by the Education Oversight Committee. To date, the mathematics, English language arts, science, and social studies tests for grades 3-8 (Palmetto Achievement Challenge Tests or PACT) and the PACT-Alternate assessment have been reviewed and approved for use (results from the PACT science and social studies tests will be included in the calculation of the school and district ratings beginning with the November 2005 report card).

Baseline administration of PACT ELA and mathematics was conducted in April 1999. Based on data collected and a "book-marking" procedure, performance level standards were established. Four performance levels – below basic, basic, proficient, and advanced - indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

PACT Performance Levels:

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade and must have an academic assistance plan; local district board policy will determine the student's promotion to the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level at the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

Ratings For Schools Only Enrolling Students In Grades Two Or Below

During the 2001-2002 school year, twenty-two schools served students only enrolled in grade two or below. These schools pose a complex challenge to the accountability system. Achievement testing is neither required nor recommended. The education of young children involves assisting them with developmental tasks as well as the acquisition of content that is the focus of upper grades. The model for accountability recommended below focuses not on test behaviors, but on other correlates of school success. The model focuses on teacher behaviors, classroom and school practices, and on parental and child behaviors which research indicates are related to school success.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120:

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment;

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Ratings Criteria

- 1) Student Attendance: Student attendance is to be calculated in the same manner as for other SC schools [See the Accountability Manual for formula];
- 2) Pupil-Teacher ratios: Pupil-teacher ratio is to be calculated by dividing the number of students enrolled in the school on the 45th day of school, divided by the total number of teachers in the

school (excluding counselors, librarians, administrative personnel, specialists and teachers of the arts, physical education or special education)

- 3) Parent Involvement: Involvement is to be calculated by dividing the number of students in the schools whose parents/guardians attend at least one individual parent conference (unduplicated count) during the school year by the 135th day ADM;
- 4) External Accreditation: Accreditation that is early childhood specific is to be determined by application and/or receipt of accreditation. The scale ranges from State Department of Education Accreditation through early childhood specific accreditation by the Southern Association of Colleges and Schools to the accreditation by the American Montessori Society or the National Association for the Education of Young Children;
- 5) Professional Development: The professional development time devoted exclusively to knowledge and skills working with young children (less than eight years) is to be calculated;

and for 2004 and beyond

- 6) Professional Preparation: The proportion of teachers with degrees and certification in early childhood education; and
- 7) Utilization of an environmental measure for program improvement (e.g., Early Childhood Environmental Rating Scale)

Absolute Rating Calculation

The absolute ratings are calculated using a mathematical formula that results in an index. The Absolute Index is calculated using a mathematical formula in which point weights are assigned to the Ratings Criteria listed in the following table:

Criterion	Points Assigned				
	5	4	3	2	1
Student Attendance	98% or greater	96-97.99%	94-95.99%	92-93.99%	Less than 92%
Pupil-Teacher Ratio	21 or less	22-25	26-30	31-32	Greater than 32
Parent Involvement	90% or more	75-89 %	60-74%	30-59%	29% or less
External Accreditation	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
Professional Development	More than 1.5 days	1 to 1.5 days	1 day	.5 to .9 day	Less than .5 day
Teachers Early Childhood Certified	(Values to be determined based on 2003-2004 data collected for simulations)				
Environmental Scale Ratings	(Values to be determined based on 2003-2004 data collected for simulations)				

The index is calculated by adding the points (weights or values) assigned to each rating criterion (table above) and dividing the total points by the number of criteria used to calculate the ratings (five through 2003; with two additional criteria in 2004).

The resulting index determines the school's Absolute Rating as follows:

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students.

Beginning with the November 2004 report card, the Absolute Ratings of schools receiving an Excellent or Good rating initially may be decreased one rating category if the schools have not met Adequate Yearly Progress for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a K-2 only school:

Student Attendance is 92%	2 points
Pupil-Teacher Ratio is 26 to 1	3 points
Parent Involvement is 65%	3 points
External Accreditation from SDE	3 points
Professional Development is .5 day	<u>2 points</u>
Total Points	13 points
Divided by 5 (number of criteria)	$\div 5$
	2.6 Index
	Absolute Rating: Average

Note: This school's index of 2.6 is an Average Absolute Rating through the year 2003. From 2004 through 2007, a 2.6 index is Below Average and from 2008 to 2014 it becomes Unsatisfactory.

Beginning in 2004: Met AYP? Yes/No for all students. If the school's Absolute Rating is Excellent or Good, but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level: from Excellent to Good; or from Good to Average.

Improvement Rating Values

NOTE: Longitudinal student data are not available.

For schools enrolling only students in grades 2 or below, the improvement rating shall be calculated based upon the change in the Absolute Performance Rating Index from year to year.

The improvement ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index for the prior year from the Absolute Rating index for the year on which the report card is based. The amount of change determines the rating as follows:

Improvement Rating Index Values

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a K-2 School:

$$\begin{array}{rcl} \text{Absolute Rating Index for School Year for which report card is based:} & 2.4 & \\ \text{Absolute Rating Index for the Prior School Year:} & - 2.2 & \\ \hline \text{Difference} & = & 0.2 \\ \text{Improvement Rating:} & & \text{Average} \end{array}$$

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If the school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Weighted Improvement Index is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For Schools Enrolling Students In Grades Three Through Eight

Schools enrolling students in grades three through eight shall receive ratings in accordance with the grade organization patterns and rules established in the Accountability Manual (adopted by the EOC on May 18, 2000 and updated annually).

Ratings Criteria

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120:

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment;

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and

by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Absolute Performance Rating

The absolute performance level is calculated on the basis of a weighted model in which student performance weights are assigned. A weighted model is one in which the percentage of student scores in each category is weighted to represent the importance of scoring in that category, as follows: Advanced, 5 points; Proficient, 4 points; Basic, 3 points; Below Basic 2, 2 points; and Below Basic 1, 1 point. (The Below Basic performance category has been split into two subcategories (Below Basic 2 and Below Basic 1) so that improvement among low scoring students is recognized.) The determination for the break point for Below Basic 2 and Below Basic 1 is two standard errors of measurement below the Basic cut point. The standard error of measurement values used are published in the *Technical Documentation for the 1999 Palmetto Achievement Challenge Tests of English Language Arts and Mathematics, Grades Three Through Eight* (Huynh, et al, 2000). The following table provides the score ranges and cut points for each score category for each grade and subject area. Score ranges and cut points for the four performance levels were determined by the Department of Education.

PACT ENGLISH LANGUAGE ARTS TEST RANGES AND CUT-OFFS

Grade	Range	Below Basic 2	Basic	Proficient	Advanced
8	736-864	792	797	813	827
7	636-764	691	696	712	729
6	536-664	590	596	612	629
5	436-564	488	495	511	531
4	336-464	389	395	410	430
3	236-364	290	296	310	331
2	136-264	183	194	207	NA
1	36-164	80	91	107	NA

PACT MATHEMATICS TEST RANGES AND CUT-OFFS

Grade	Range	Below Basic 2	Basic	Proficient	Advanced
8	754-853	793	800	818	827
7	653-756	691	700	717	727
6	555-656	591	599	617	628
5	458-552	490	499	517	528
4	351-452	389	399	416	427
3	260-344	290	298	316	326
2	136-264	183	195	214	NA
1	36-164	83	95	112	NA

Calculation of the Absolute Ratings for schools enrolling students in grades 3 through 8:

Ratings are calculated using a mathematical formula that results in an index reflecting the average performance level of students in the school. The index is calculated using the following mathematical formula:

Step 1 – multiply the points assigned to each of the five PACT score categories (below) by the number of student scores falling into each of those categories for each subject area tested (currently English/language arts and mathematics and eventually science and social studies).

The PACT score categories and their assigned points are as follows:

Advanced - 5 points

Proficient - 4 points

Basic - 3 points

Below Basic 2 - 2 points

Below Basic 1 - 1 point

Test scores for students who should be tested but were not are assigned a point of 0.

Step 2 – Add the points for each category. The total is the sum of weighted scores.

Step 3 – Determine the total number of student scores in each subject area tested (English/language arts and mathematics).

Step 4 – Divide the sum of weighted scores (step 2) by the total number of scores (step 3), and round to the nearest tenth of a point. This is the Absolute Rating index.

Note on rounding: Rounding is used when determining the final Absolute Rating index. Rounding was implemented to establish clear cut-off points between each rating category. The index is rounded to the tenths place. If the calculated index results in a decimal having values in the hundredths place or beyond, the value in the hundredths place is examined to determine if the value in the tenths place is to be rounded up to the next higher tenth. The value in the tenths place is rounded up if the hundredths values range from 0.05 through 0.09.

Examples:

3.34 rounds to 3.3

3.35 rounds to 3.4

3.349 rounds to 3.3

3.351 rounds to 3.4

Step 5 – Identify the school's Absolute Rating corresponding to the Absolute Index for the current year in the table below.

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students.

Step 6a (through 2003 only) – Determine the percentage of student scores that are Below Basic.

The absolute index (step 4) determines the school's Absolute Rating; however, a school's Absolute Rating will decrease one rating category if the school has an excessive percentage of students scoring Below Basic:

- having more than 20% of students scoring Below Basic in schools with an Excellent rating index;
- having more than 40% of students scoring Below Basic in schools with a Good rating index;
- having more than 60% of students scoring Below Basic in schools with an Average rating index;
- having more than 80% of students scoring Below Basic in schools having a Below Average index.

The percentage of student scores that are Below Basic is calculated using the following mathematical formula:

Step A – Add the number of Below Basic 2 and Below Basic 1 scores.

Step B – Divide the sum (step 1) by the total number of scores, multiply by 100, and round the nearest tenth of a percentage.

Step 6b (**beginning in 2004**) – Determine whether the school met the AYP goal for *all* students.

The index (step 4 above) determines the school's Absolute Rating. However, in schools with an Excellent or Good rating based on the index the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

The EOC is committed to a phase-in of the criteria as shown in the table above. Rigor will increase annually until the ratings definitions reach the 2010 Target and the 2014 NCLB target.

The inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner:

1. Students with accommodated administrations will be treated identically to students taking PACT in its standard form in absolute school and district ratings;
2. Students taking alternate assessments will be reported only at the district level beginning in 2004;
3. Students taking modified assessments, including "off-level tests", will be factored into the absolute rating according to the test score earned;
4. The percentage of students taking PACT assessments on grade level and "off-grade level" is to be published on the school report card and shown in comparison to the percentages statewide.

The inclusion of students with Limited English Proficiency: Students with Limited English Proficiency are tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Sample calculation of an Absolute Rating for schools enrolling students in grades 3-8:

Subject Areas:

English/language arts and mathematics

Score Category	No. of scores		Score Category Pts	
Advanced	27	X	5	= 135
Proficient	35	X	4	= 140
Basic	110	X	3	= 330
Below Basic 2	42	X	2	= 84
Below Basic 1	19	X	1	= 19
Not Tested	5	X	0	= 0
Total No. of scores	238		Sum of weighted scores	= 708

$$708 \div 238 = 2.97$$

Rounded: 3.0
Absolute Rating: Good

Note: This school's index of 3.0 is a Good Absolute Rating through the year 2003. From 2004 to 2007, a 3.0 index becomes Average and from 2008 through 2011 it becomes Below Average. From 2012 through 2014, the rating becomes Unsatisfactory.

(Through 2003 only) Calculating the scores Below Basic:

$$\begin{array}{r} \text{Number of scores Below Basic 2:} \quad 42 \\ \text{Number of scores Below Basic 1:} \quad \underline{19} \\ \text{Sum} = 61 \end{array}$$

$$61 \div 238 \text{ (total no. of scores)} \times 100 \text{ and rounded to the nearest tenth of a percentage} = 25.6\% \text{ Below Basic Scores}$$

(Beginning in 2004) Did the school meet AYP for *all* students? Yes/No.

If the school's Absolute Rating is Excellent or Good, but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level: from Excellent to Good; or from Good to Average.

Improvement Rating

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the school in the improvement ratings. Improvement ratings are based on longitudinally matched student data.

Calculation of the Improvement Index

Step 1: For the students who qualify for inclusion (e.g., those students for whom both current and prior year test scores are available and who were enrolled in the school by the 45th day of the current school year), absolute indices for the current year and for the prior year should be computed. The absolute indices for each year are calculated in a similar way as the Absolute Performance Index, but the points assigned to PACT scores are selected from the following tables:

English Language Arts (ELA)
Conversion of Scale Scores To Point Weights
For Calculating Improvement Rating

Grade / Point Weight	Below Basic 1					Below Basic 2					Basic				Proficient				Advanced
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00		
8	749 or less	750	764	778	792	793	795	796	797	801	805	809	813	817	820	824	827 or more		
7	649 or less	650	664	677	691	692	694	695	696	700	704	708	712	716	721	725	729 or more		
6	549 or less	550	563	577	590	592	593	595	596	600	604	608	612	616	621	625	629 or more		
5	448 or less	449	462	475	488	490	492	493	495	499	503	507	511	516	521	526	531 or more		
4	348 or less	349	363	376	389	391	392	394	395	399	403	406	410	415	420	425	430 or more		
3	249 or less	250	263	277	290	292	293	295	296	300	303	307	310	315	321	326	331 or more		
2	147 or less	148	160	171	183	186	189	191	194	197	201	204	207 or more	NA	NA	NA	NA		
1	46 or less	47	58	69	80	83	86	88	91	95	99	103	107 or more	NA	NA	NA	NA		

Mathematics
Conversion of Scale Scores To Point Weights
For Calculating Improvement Rating

Grade / Point Weight	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00
8	763 or less	764	774	783	793	795	797	798	800	805	809	814	818	820	823	825	827 or more
7	662 or less	663	672	682	691	693	696	698	700	704	709	713	717	720	722	725	727 or more
6	563 or less	564	573	582	591	593	595	597	599	604	608	613	617	620	623	625	628 or more
5	465 or less	466	474	482	490	492	495	497	499	504	508	513	517	520	523	525	528 or more
4	360 or less	361	370	380	389	392	394	397	399	403	408	412	416	419	422	424	427 or more
3	267 or less	268	275	283	290	292	294	296	298	303	307	312	316	319	321	324	326 or more
2	147 or less	148	160	171	183	186	189	192	195	200	205	209	214 or more	NA	NA	NA	NA
1	47 or less	48	60	71	83	86	89	92	95	99	104	108	112 or more	NA	NA	NA	NA

The appropriate point weight corresponding to each student's ELA and math PACT score is determined from the tables above, and the point weights are summed and averaged as in the calculation of the Absolute Index. These calculations are carried out for matched longitudinal data for both the current and prior year.

Step 2: Subtract the absolute index for the prior year from the absolute index for the current year and round the difference to the nearest tenth. This difference is the Improvement Index. For example, if the current year absolute index is 3.58 and the prior year's absolute index was 3.24, the Improvement Index is 0.34, which rounds to 0.3. An important point to note is that the Absolute Performance Index calculated to determine the Absolute Performance Rating for a given year and the absolute index for calculating the Improvement Index for the same year may differ because of differences in the 45-day enrollments, the loss of student data which could not be longitudinally matched in the calculation of the Improvement Index, and the use of modified tables for converting test scores to point weights.

Step 3: Compare the school's Improvement Index to those in the table below to determine the school's Improvement Rating. For example, the school achieving an Improvement Index = 0.3 would receive an Improvement Rating of "Good."

Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Step 4: A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic and Native American students, those eligible for the free or reduced price federal lunch program, Limited English Proficient (LEP) students, migrant students, and students with non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step 4A: Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step 4B: Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Sample calculation of an Improvement Rating for schools enrolling students in grades 3-8:

Index for current school year:	3.34	
Index for the prior school year:	- 3.62	
	Difference - 0.32	
	Round to -0.3	
		Improvement Rating: Unsatisfactory

Schools Having Grade 3 as the Highest Grade Enrolled

Longitudinal analyses of scores from students enrolled in schools having grade organizations such as K-3, 2-3, 1-3, etc., cannot be performed because these schools will have PACT data for grade 3 only. There is no PACT test in grade 2 administered on a statewide basis to serve as a pretest for the longitudinally matched data. The improvement rating for schools such as these shall be calculated based on the change in Absolute Performance from year to year.

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For High Schools

The performance and improvement ratings for high schools are calculated on a weighted model using the following criteria: longitudinal Exit Examination performance, the percentage of students eligible for LIFE scholarships to a four-year institution, Exit Examination performance of tenth graders (first attempt), and graduation rate.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120:

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment;

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Ratings Criteria

- 1) Longitudinal Exit Examination Performance: This factor gauges the percentage of tenth grade students who pass the exit exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation; however students dropping out are included;
- 2) Tenth Grade First attempt Exit Examination Performance: The percentage of 10th grade students in the current school year who meet the standards on all three BSAP Exit Examination subtests (Reading, Writing, Mathematics) in 2003, or the percentages of students in their second year of high school (9th or 10th grades) taking the High School Assessment Program (HSAP) for the first time who passed the English Language Arts and Mathematics subtests;
- 3) Eligibility for LIFE Scholarships: The percentage of students in the spring graduating class who qualify for LIFE Scholarships (i.e., meeting both the grade point average and SAT/ACT criteria established by the State). To maintain continuity with the 2001 ratings, the same criteria for LIFE scholarship eligibility will be used for the 2002 report card (e. g., SAT of 1050 or higher or ACT of 22 or higher, and B average). Beginning with the 2002-2003 school year, this criterion will consist of the percentage of students in the spring graduating class who qualify for LIFE scholarships under the criteria for the 2002-2003 school year (e. g., SAT of 1100 or higher or ACT of 24 or higher, and B average; does not include class rank criterion);
- 4) Graduation Rate: The percentage of all (including students with disabilities) ninth grade students four years prior to the year of the report card who earn a standard high school diploma (not GED), adjusted for transfers in and out of the school.

NOTE: Until the new standards-based High School Assessment Program (HSAP) is administered (beginning 2004), student performance on the BSAP Exit Examination will be used for the calculation of high school ratings. Beginning in 2004, the performance of students in their second year of high school taking the HSAP for the first time (10th graders for the most part, but some students classified as 9th graders may also be assessed) will be the 10th grade first attempt criterion. Since the standards have not yet been set on HSAP, the point weights corresponding to school levels of performance may need to be re-examined. The BSAP Exit Exam results will continue to be used for the determination of longitudinal performance through 2005. The following table shows how performance on the two exams will be phased into the ratings system:

Longitudinal and 10th Grade Exit Exam Patterns
By Year and Grade Level

Year	Grade		
	10	11	12
2001	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2002	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2003	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2004	HSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2005	HSAP Exit Exam	HSAP Exit Exam	BSAP Exit Exam
2006	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam
2007	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam

Source: SC Department of Education

Calculation of Absolute Rating

Ratings are calculated using a mathematical formula that results in an index. The following point distribution is applied to each of the criteria for the calculation of the absolute index (the percentage weighting for each criterion is applied to the calculation of the index):

Criteria for High School Ratings

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100 %	97.5-99.9 %	90.7-97.4 %	87.3-90.6 %	Below 87.3 %
10 th Grade First Attempt Exit Exam Passage Rate (20%)	81.3 % or more	70.8-81.2 %	49.8-70.7 %	39.3-49.7 %	Below 39.3%
Eligibility for LIFE Scholarships (20%)	38.6 % or more	28.7-38.5 %	8.9-28.6 %	4.0-8.8 %	Below 4.0 %
Graduation Rate (30%)	88.3 % or more	79.6-88.2 %	62.2-79.5 %	53.5-62.1 %	Below 53.5 %

The index is calculated using the following formula:

Step 1 – Match the school's data/performance to the points assigned to each rating criterion in the table above.

Step 2 - Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion.

The resulting index determines the school's Absolute Rating as follows:

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students.

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a high school:

92% longitudinal Exit Exam:	(3 X 0.3) = 0.9 points
64% 10 th Grade Passage Rate:	(3 X 0.2) = 0.6 points
25% seniors qualifying LIFE Scholarships:	(3 X 0.2) = 0.6 points
70% graduation rate	(3 X 0.3) = <u>0.9 points</u>
	Sum = 3.0 Index
	Absolute Rating: Good

Note: This school's index of 3.0 is a Good Absolute Rating through the year 2003. From 2004 through 2007, an index of 3.0 is Average and from 2008 through 2011 it becomes Below Average. After 2011 a 3.0 index is Unsatisfactory.

(Beginning in 2004) Did the school meet AYP for *all* students? Yes/No.

If the school's Absolute Rating is Excellent or Good, but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level: from Excellent to Good; or from Good to Average.

Students who should be tested but are not tested will be assigned a weight of 0 in the accountability ratings.

The inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner:

1. Students with accommodated administrations will be treated identically to students taking the Exit Exam in its standard form in absolute school and district ratings;
2. Students taking modified assessments will be factored into the absolute rating according to the test score earned;
3. Data from tenth grade students with disabilities who do not meet the criteria stated in the regulations for participation in the administration of the Exit Examination will not be used in the calculation of the absolute rating.

The inclusion of students with Limited English Proficiency: Students with Limited English Proficiency are only tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Improvement Performance Rating

NOTE: Longitudinal student-matched data are unavailable at the high school level because of the structure of the curriculum and assessments. Therefore, the methodology examines improvement of cohorts of students over time.

The improvement ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index from the prior year from the school's current year's Absolute Rating index. The difference determines the rating as follows:

High School Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a high school:

Absolute Rating Index for School Year on which report card is based:	2.44
Absolute Rating Index for the Prior School Year:	- 2.22
Difference =	0.22
Rounds to 0.2	
Improvement Rating:	Average

NOTE: Since the 2003 Absolute Rating Index includes graduation rate as a criterion, and the 2002 Absolute Rating Index does not include graduation rate, the Improvement Index for 2003 only will be based on the difference between the 2002 Absolute Rating Index and an absolute index for 2003 recalculated without graduation rate and with the same criterion weights as the 2002 index.

A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced price federal lunch program and

students with non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step A: Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step B: Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For Career And Technology Centers

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120:

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment;

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

State ratings criteria and definitions were developed through work with a group of career and technology center directors and with advice from the School-to-Work Advisory Council. Four criteria for use in the ratings are adopted as shown below. These criteria incorporate the requirements of the statute, as further detailed in the proviso.

The results from the ratings reported on the 2001 report card were reviewed with Career and Technology Center principals and representatives from the State Department of Education. The 2001 ratings did not successfully differentiate levels of quality among centers (95% were rated Excellent, 2.5% were rated Good, and 2.5% were rated Average). The results from a review of the criteria by State Department of Education personnel indicate that the enrollment criterion in the rating did not reflect program quality but rather was affected by factors not under direct control of career and technology center personnel. For example, the percentage enrollment was dependent in some cases on the distance and time needed for students to travel between a center and its feeder high schools. These factors did not allow for improvement in enrollment in all cases.

At its March 21, 2002 meeting the EOC adopted the following criteria:

1. **Mastering Core Competencies or Certification Requirements:** The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria;
2. **Graduation Rate:** The number of 12th grade career technology education students who graduate in the spring is divided by the number of 12th graders enrolled in the Center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation;
3. **Placement Rate:** The number of career and technology completers who are available for placement in either postsecondary instruction, military services or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard.

The criteria should be weighted as follows:

- Mastering Core Competencies or Certification Requirements should be weighted 50% in the calculation of the rating;
- Graduation Rate should be weighted 25%;
- Placement Rate should be weighted 25%.

Absolute Rating Calculation:

Ratings are calculated using a mathematical formula based on the point weightings in the table below which results in an index.

Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	86 % or more	78-85 %	70-77%	62-69%	61 % or below
Graduation (weighted x 2.5)	97% or more	92-96 %	87-91%	82-86%	81% or below
Placement (weighted x 2.5)	98 % or more	95-97 %	92-94 %	89-91 %	88 % or below

The absolute index is calculated using the following formula:

Step 1 – Match the center’s data/performance to the points assigned to each rating criterion (table above).

Step 2 – Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion. Weighting factors:

Mastery	= 5.0
Graduation	= 2.5
Placement	= 2.5
<u>Total Weight</u>	<u>= 10</u>

Step 3 - Add the points and divide the total by 10 – the total of criteria weighting factors.

The resulting index determines the school's Absolute Rating as follows:

Career and Technology Center Absolute Performance Rating

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students.

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a career technology center.

78% of students exhibiting mastery	(4 X 5) = 20 points
97% of 12 th graders graduating	(5 X 2.5) = 12.5 points
73 % placement rate	(1 X 2.5) = <u>2.5 points</u>
Total points	= 35 points
Divided by 10	÷ 10 (total of weights)
Absolute Index	= 3.5
Absolute Rating:	Excellent

Note: This center's index of 3.5 is an Excellent Absolute Rating from 2003 – 2004. A 3.5 index becomes Good in 2005, Average in 2009, and Below Average in 2013.

(Beginning in 2004) Did the school meet AYP for *all* students? Yes/No.

If the school's Absolute Rating is Excellent or Good, but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level: from Excellent to Good; or from Good to Average.

Improvement Rating

NOTE: Longitudinal student-matched data are unavailable for career and technology centers because of the structure of the curriculum and the criteria used in the ratings. Therefore, the methodology examines improvement of cohorts of students over time.

Comparison of school indices using student cohort data: The absolute index of scores from year one is to be computed and compared to the absolute index from year two. The difference between the two indices will be computed. For example if the Year Two index is 3.54 and the Year One index was 3.20, the difference would be .34, which rounds to 0.3. The amount of change (difference from one year to the next) determines the rating as follows:

Career and Technology Center Improvement Performance Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a career and technology center:

Absolute Rating Index for School Year for which report card is based:	2.44
Absolute Rating Index for the Prior School Year:	- 2.22
	Difference = 0.22
	Round to 0.2
	Improvement Rating: Average

A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced price federal lunch program and students with non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step A: Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step B: Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For School Districts

Two ratings are to be assigned to school districts. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120:

Absolute performance means the rating a district will receive based on the percentage of students meeting standard on the state's standards based assessment;

Improvement performance means the rating a district will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each district's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Both Absolute Performance and Improvement Ratings of school districts are to be calculated through a repetition of the school methodology for Grades 3-8 and High Schools. Students included in the calculation of the indices include any student enrolled in the district as of the 45th day of instruction and participating in the testing programs while enrolled in the district. The indices for Grades 3-8 and High Schools are to be weighted in accordance with the distribution of students in membership at those levels, using the 135-day average daily membership for the determination of the weighting. A cumulative index is defined and the index is evaluated as described below.

The index is calculated using the following procedures:

Step 1 – Calculate an index using PACT performance of district students in grades 3 through 8 using the same mathematical formula for calculating an Absolute Rating for schools enrolling students in grades 3- 8.

Step 2 – Calculate an index using performance of district students in grades 9 through 12 using the mathematical formula for calculating an Absolute Rating index for schools enrolling students in grades 9 – 12.

Step 3 – Multiply the grades 3 – 8 index by the student enrollment in grades 3 – 8 (135-day average daily membership ADM).

Step 4 – Multiply the grades 9 – 12 index by the student enrollment in grades 9 – 12 (135-day ADM).

Step 5 – Add the products from steps 3 and 4. Divide this sum by the total 135-day ADM for grades 3 – 12. Round the resulting index to the nearest tenth of a percentage.

The resulting index determines the school district's Absolute Rating as follows:

District Absolute Rating

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* District must meet Adequate Yearly Progress (AYP) for all students.

The index determines the district's Absolute Rating. However, beginning in 2004 in districts with an Excellent or Good rating based on the index, the rating will be lowered one level if the district did not meet AYP for *all* students. For example, if a district had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A district in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a school district:

Step 1:

Student Grade Levels	Absolute Index	District ADM	Sum of Absolute Index X ADM
3-8	2.9	12,532	36,342.8
9-12	3.0	6,621	19,863.0
Totals		19,153	56,205.8

Step 2: Calculating the Index

Sum of Absolute Index X ADM ÷ Total ADM = District Absolute Index

$$\begin{array}{l} 56205.8 \div 19153.0 = 2.934 \\ \text{Rounded to nearest tenth} \quad 2.9 \\ \text{Absolute Rating:} \quad \text{Average} \end{array}$$

Note: This school district's index of 2.9 is an Average Absolute Rating through the year 2006. From 2007 through 2010, an index of 2.9 is Below Average, becoming Unsatisfactory in 2011.

(Beginning in 2004) Did the district meet AYP for *all* students? Yes/No.

If the district's Absolute Rating is Excellent or Good, but the district did not meet AYP for all students, the Absolute Rating would be lowered by one level: from Excellent to Good; or from Good to Average.

Students who should be tested but are not tested will be assigned a weight of 0 in the accountability ratings.

Inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner:

1. Students with accommodated administrations will be treated identical to students taking other assessments in its standard form in absolute school and district ratings;
2. Students taking alternate assessments will be reported only at the district level;
3. Students taking modified assessments, including "off-level assessments", will be factored into the absolute and improvement ratings according to the test score earned; and
4. The percentage of students taking PACT assessments on grade level and "off-grade level" is to be published on the district report card and shown in comparison to the percentage statewide.

The inclusion of students with Limited English Proficiency: Students with Limited English Proficiency are only tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Improvement Rating

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the improvement ratings. Improvement ratings are based on longitudinally matched student data, where available.

Calculation of the Improvement Index

Step 1: For the students who qualify for inclusion (e.g., those students for whom both current and prior year test scores are available and who were enrolled in the school by the 45th day of the current school year), an absolute index for the current year and for the prior year will be computed. The absolute indices for each year will be calculated in the same way as the Absolute Performance Index.

Step 2: Subtract the absolute index for the prior year from the absolute index for the current year. This difference is the Improvement Index. For example, if the current year absolute index is 3.5 and the prior year's absolute index was 3.2, the Improvement Index is 0.3. An important point to note is that the Absolute Performance Index calculated to determine the Absolute Performance Rating for a given year and the absolute index for calculating the Improvement Index for the same year may differ because of differences in the 45-day enrollments, the loss of student data which could not be longitudinally matched, and the use of modified table values for converting test scores to point weights.

Step 3: Weight the indices in Grades 3-8 and high schools in accordance with the distribution of students in membership at those levels, using the 135-day average daily membership for the determination of the weighting. Compare the district's cumulative Improvement Index to those in the table below to determine the district's Improvement Rating. For example, the district achieving an Improvement Index = 0.3 would receive an Improvement Rating of "good."

Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Step 4: A district's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced price federal lunch program and students with non-speech disabilities. The district's eligibility for the increased Improvement Rating is determined as follows:

Step 4A: Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step 4B: Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the district exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the district's Improvement Rating may be increased by one level. If the district is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the district's rating cannot be increased.

Districts with Absolute Ratings of Excellent in Two Subsequent Years

If a district is rated Excellent for Absolute Achievement for both years, the district will receive an Improvement Rating of "Good." If the district's Improvement Index for all students is a positive number (e.g., greater than zero), the district's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these districts. Districts achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For Special Schools

The Department Of Corrections: Palmetto Unified School District

Students to be included in the Rating

High school eligible students who have participated in the educational program for a minimum of 100 days during the fiscal year. All Palmetto Unified programs are to be reported as one school.

Criteria for the Rating

- (1) GED Completion Rate: This is calculated by the number of successful completers divided by the number of students enrolled in the GED program. Those who completed the GED prior to 100 days are to be included in the calculation;
- (2) Vocational Program Completers: This is calculated by the number of program completers (federal definition) is divided by the number of students enrolled in the vocational program; and
- (3) Pre-post test gains on the TABE: This average pre-post test gain is calculated by adding the gains of individual students and dividing by the total number of students.

Calculation of the Absolute Performance Rating

Assign points (1-5) for each criterion in the following manner:

Criterion	Points Assigned				
	5	4	3	2	1
GED Completion %	81-100	61-80	41-60	20-40	19 or less
Vocational Completers %	81-100	61-80	41-60	20-40	19 or less
Pre-Post TABE	0.80 or more	0.60-0.79	0.40-0.59	0.20-0.39	Less than 0.20

Add the points and divide by 3 to yield an index. The index determines the school's Absolute Rating:

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

Improvement Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

Palmetto Unified Improvement Ratings

Rating	Improvement Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
Unsatisfactory	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Department Of Juvenile Justice

The Department of Juvenile Justice requested that the formula for calculating its absolute rating be revised to better reflect student achievement in each of the two subject areas assessed (reading and math) by the California Achievement Test (CAT). The current formula combines reading and math scores when assigning the point weighting for the calculation of the index. The revised formula provides for point weightings to be assigned separately for reading and math performance. The resulting index will provide more variability which will better reflect achievement changes in these subjects from year to year. The EOC adopted the revised formula requested on March 21, 2002. The revised formula will take effect with the 2002-2003 report card.

Students to be included in the Rating

Students enrolled in the program eight months or more. Because of variations in school size and student assignment to DJJ facility, DJJ system schools are reported in an aggregated manner.

Criteria for the Rating

- (1) California Achievement Test (CAT): A pretest is administered when the juvenile is first committed. A post-test is administered at the juvenile's 8-month anniversary and each 8-month anniversary thereafter. Scores are reported as differences in grade equivalencies in reading and math;
- (2) The Exit Exam is administered to juveniles who are enrolled at DJJ during the month of state testing. The sample of students who take the Exit Exam and have been committed to DJJ for at least 8 months will be reported as a percentage meeting standards.

Calculation of the Absolute Rating for 2003 and beyond

Criterion	Points Assigned				
	5	4	3	2	1
% students gaining at least one grade on CAT reading	90-100	80-89	70-79	60-69	Less than 60
% students gaining at least one grade on CAT math	90-100	80-89	70-79	60-69	Less than 60
% students passing one or more subtests on Exit Exam	90-100	80-89	70-79	60-69	Less than 60

Add points relevant to percentage of students meeting goal and divide by 3 to determine the index. The index determines the school's Absolute Rating.

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

Improvement Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

Department of Juvenile Justice Improvement Ratings

Rating	Improvement Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
Unsatisfactory	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

The South Carolina School For The Deaf And Blind

Students to be included in the Rating

Students who are enrolled in the school as of the 45th day of instruction and remain through the spring testing period are included in the rating.

Criteria for the Rating

- (1) Mastery of IEP Objectives: Mastery is documented through categorical scores in English Language Arts and Math Assessments (reported as Advanced, Proficient, Basic and Below Basic)
- (2) PACT-Alternate: Student scores are reported on the state-adopted scale of Advanced, Proficient, Basic and Below Basic
- (3) Brigrance Performance: Gains per year on the developmental scale are converted to categories of Advanced, Proficient, Basic and Below Basic

Calculation of the Index

Criterion	Points Assigned				
	5	4	3	2	1
% Mastery of IEP objectives	90-100	76-89	60-75	50-59	Less than 50
PACT-Alt	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
Brigrance gain	90-100	76-89	60-75	50-59	Less than 50

For each criterion, the value for individual students is assigned and aggregated across criteria and students. The aggregate is divided by the total number of student scores to yield an index.

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

SC School for the Deaf and Blind Improvement Ratings

Rating	Improvement Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
Unsatisfactory	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

The Governor's School For Science And Mathematics

Students to be included in the Rating

Students enrolled in the school as of the 45th day of instruction and continuing through the spring testing period.

Criteria for the Rating

- (1) Advanced Placement passage rate: The percentage of students scoring 3 or above on Advanced Placement Examinations;
- (2) Freshman Year GPA: The mean Grade Point Average of students in the fall semester of their freshman year (these data are to be reported on students graduating in the previous year);
- (3) SAT: The mean SAT performance of graduating seniors

Calculation of the Index

NOTE: Each criterion is weighted as indicated in parentheses.

Criterion	Points Assigned				
	5	4	3	2	1
AP Passing Rate (.45)	87 or greater	81-86	75-80	69-74	Less than 69
Freshman GPA (.35)	3.5 or greater	3.3-3.49	3.1-3.29	2.9-3.09	Less than 2.9
Mean SAT (.20)	1300 or greater	1260-1299	1170-1259	1120-1169	Less than 1120

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not

meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

Governor's School for Science and Mathematics Improvement Rating

Improvement Rating	Improvement Index
Excellent	Maintenance of Excellent Absolute Status or gains of .15 or more
Good	Maintenance of Good Absolute Status or gains of .10
Average	Gains of .06-.09
Below Average	Gains of .01-.05
Unsatisfactory	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Wil Lou Gray Opportunity School

Students to be included in the Rating

All students who are enrolled in the Wil Lou Gray Opportunity School for either of the two five-month program periods each fiscal year.

Criteria for the Rating

- (1) GED Completion Rate: This is calculated by the number of students who successfully complete the GED test divided by the number of students eligible to take the GED test;
- (2) TABE Gains: This is calculated by determining the percentage of students not eligible to take the GED who achieve a 5-month gain in math and reading as measured by pre and post TABE results. Students must attain the gain in each of the content areas to qualify as meeting the criterion;
- (3) The Challenge Program: The number of students completing the Challenge Phase of the Youth Challenge Academy is divided by the number of students entering the Challenge Phase;
- (4) Community Service: The number of community service hours is calculated for each student and the percentage of students reaching levels of service is calculated by dividing the number of students at selected levels of involvement by the total number of students.

Calculation of the Absolute Performance Rating

Assign points (1-5) for each criterion in the following manner:

Criterion	5	4	3	2	1
GED Completion Rate	81-100 percent	61-80 percent	41-60 percent	20-40 percent	Below 20 percent
TABE Gains	90-100 percent	80-89 percent	70-79 percent	60-69 percent	Below 60 percent
Challenge Phase	86-100 percent	71-85 percent	55-70 percent	40-54 percent	Below 40 percent
Community Service	100 percent at 40 or more hours, with 25 percent at more than 40 hours and 5 percent at more than 60 hours	100 percent at 40 or more hours, with 25 percent at more than 40 hours	100 percent at 40 or more hours	90-99 percent at 40 or more hours	Below 90 percent at 40 or more hours

Assignment of Value to Achievement Index

Calculate the Achievement Index by summing the points for each criterion listed above, dividing by 4, and rounding to the nearest tenth of a point.

Absolute Performance Level Ratings

Performance Level	Achievement Index, 2001 and beyond
Excellent	4.0 or above
Good	3.6-3.9
Average	3.3-3.5
Below Average	3.0-3.2
Unsatisfactory	Below 3.0

Improvement Rating

Subtract the Achievement Index for the prior year from that of the current year to calculate annual gains (Improvement Index).

Wil Lou Gray Opportunity School Improvement Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Felton Laboratory School

This K-8 school receives a report card using the same criteria and information used for public schools within local school districts.

John De La Howe School

Students to be Included in the Rating

Students who have participated in the educational program for a minimum of 135 days during the school year. (John De La Howe school operates on a traditional calendar with an extended session during the summer. The extended session provides students with an opportunity to make up days and catch up in academic subjects that they may have missed while waiting for placement at John de la Howe School. Student attendance is collected on OSIRIS and on paper copies of attendance sheets.)

Criteria For The Rating

- (1) PACT or Exit Exam performance (dependent upon student grade level assignment. For PACT, the English language arts and mathematics tests are included; for the exit exam the results of 10th graders taking the test for the first time will be used).
- (2) STAR Reading and Mathematics: Pre-post test gains are calculated for each student in each content area and assigned value according to the point structure below. Gains are added together and divided by the number of students tested. Students who should have been tested but are not tested are assigned a point value of 0.;
- (3) Number of high school credits earned each year – The number of credits earned each year is assigned points as shown below.
- (4) Number of middle school classes passed each year – The number of classes passed each year is assigned points as shown below.

Calculation Of The Absolute Performance Rating

Assign points (1-5) for each criterion in the following manner:

Criterion	5	4	3	2	1
PACT	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
Exit Exams	Passed All 3	Passed 2	Passed 1	Passed 0	
STAR Pre-Post Testing	.81-1.0	.61-.80	.41-.60	.21-.40	.20 or less
H.S. Credits	7	6	5	4	Less than 4
M.S. Classes Passed	7	6	5	4	Less than 4

Add the points together and divide by the total number of students across all measures to determine index for school.

Calculation Of Performance Rating For 2001, 2002, AND 2003

(Values are to be re-examined after initial experiences)

Performance Rating	Absolute Performance Index
Excellent	3.4 or higher
Good	3.0 – 3.3
Average	2.6 – 2.9
Below Average	2.2 – 2.5
Unsatisfactory	Below 2.2

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *a//* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *a//* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *a//* students would be awarded an Absolute Rating of Average rather than Good.

Calculation Of The Improvement Rating For 2001, 2002, AND 2003

(Values are to be re-examined after initial experiences):

Improvement Rating	Improvement Index
Excellent	Greater than 0.4
Good	0.21 to 0.4
Average	0.2 to -0.2
Below Average	-0.21 to -0.4
Unsatisfactory	Less than -0.4

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

SC Governor's School for the Arts and Humanities

Students to be Included in the Rating

Students enrolled in the school as of the 45th day of instruction and continuing through spring testing period.

Criteria for the Rating

- (1) Student Participation in State and National Arts Competitions, Auditions, Portfolio Review, Other by Senior Year
- (2) Student Recognition in State and National Arts Competitions, Auditions, Portfolio Review, Other by Senior Year
- (3) Advanced Placement (1 or more courses taken by Senior Year)
- (4) Advanced Placement Passage Rate (Exams Scored 3 and Above)
- (5) SAT Points Scored Above National Mean
- (6) Eligibility for Life Scholarship
- (7) Seniors Awarded Scholarships, including Life Scholarship

Calculation of the Index

Note: Each criterion is weighted as indicated in parentheses

Criterion	Points Assigned				
	5 Excellent	4 Good	3 Average	2 Below Average	1 Unsatisfactory
Participation State/Nationals (.20)	85% +	75-84%	65-74%	55-64%	54% or less
Recognition State/Nationals (.20)	65% +	55-64%	45-54%	35-44%	34% or less
AP Course Taking (.12)	75% +	65-74%	55-64%	45-54%	44% or less
AP Exam Pass Rate 3+ (.12)	85% +	75-84%	65-74%	55-64%	54% or less
SAT Pts Above Nat'l Mean (.12)	100+pts	90-99 pts	80-89 pts	70-79 pts	69 pts or less
LIFE Scholarship (.12)	70% +	60-69%	50-59%	40-49%	39% or less
Scholarship Awards (Include LIFE) (.12)	85% +	75-84%	65-74%	55-64%	54% or less

Assignment of Value to Achievement Index

Ratings for each of the seven Standards of Achievement described herein will determine the school's overall performance level. The performance achieved for each standard, as compared to the criteria established specifically for each standard, will be awarded points based on the following scale:

Excellent = 4 points
Good = 3 points
Average = 2 points
Below = 1 point
Unsatisfactory = 0 points.

Absolute Performance Rating

Points awarded for Standards 1 and 2 will be weighted at 20% each; and points awarded for Standards 3,4,5,6 & 7 will be weighted at 12% each. Calculate the Achievement Index by summing the weighted points for each criterion listed above and rounding to the nearest tenth of a point. The total score for achievement shall earn an overall rating for Absolute Performance as provided in the following table.

Absolute Performance and Achievement

Performance Level Rating	Achievement Index 2002 and 2003
Excellent	3.5 or above
Good	3.0-3.4
Average	2.5-2.9
Below Average	2.0-2.4
Unsatisfactory	Below 2.0

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Performance Rating

The overall improvement performance rating beginning in 2002 and for 2003 will be determined using the improvement performance index that has been adopted by the State for all high schools statewide and related provisions. High School improved performance is calculated by subtracting the school's Absolute Rating in the prior year from the current year's Absolute Rating. The difference determines the Improvement Rating as shown in the table below.

High School Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a high school:

Absolute Rating Index for School Year for which report card is based:	2.4
Absolute Rating Index for the Prior School Year:	- 2.2
Difference =	0.2
Improvement Rating:	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Section III 2004 ACCOUNTABILITY RATING CRITERIA AND STANDARDS

Inclusion of New Assessments in Ratings

New assessments are to be included in school and district absolute ratings upon their third administration. For example, the PACT science exam for Grades 3-8 was administered first in 2003. Data on student performance would be included in the November 2005 report card. Growth from the second to third administration would be used in the Improvement Rating.

Process for Determining Criteria for School/District Profile Information

The process for adding profile components to the annual school or district report card should incorporate four stages: (1) initial study and discussion; (2) study of pilot variable; (3) baseline collection and (4) inclusion on published report card. At least one year must pass between the baseline collection and publication on the report card.

Minimum Size Requirements

Districts and schools with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, e.g., few African-American test takers in reading. The second is small numbers of total students, that is, few total students tested.

Districts and schools with small numbers of total students present special challenges regarding the stability of the data as well as the confidentiality of student performance. While all districts and campuses are rated initially under standard evaluation, these small districts and schools are subject to Special Analysis under the circumstances specified below:

- ❑ If standard evaluation indicates that a rating of *Excellent* or *Good* is appropriate, then a Special Analysis is conducted when there are fewer than 30 total students tested in two or more PACT areas;
- ❑ If standard evaluation indicates that a rating of *Below Average* or *Unsatisfactory* may be appropriate, then Special Analysis is conducted only when there are fewer than 30 total students tested which caused the district/school to be considered *Below Average* or *Unsatisfactory*.
- ❑ When the standard evaluation results in a rating of *Average*, no further analysis is performed, even if the district or campus has fewer than 30 students tested in one or more subjects of the PACT (summed across all grades tested).

If Special Analysis is necessary, only total student performance is examined. Under Special Analysis, data will be checked for completeness and accuracy and the ratings adjusted if necessary.

Quantitative Parameters for Each Rating Category

Following analyses of the 2000 PACT data for elementary and middle schools, Exit Exam and LIFE Scholarship eligibility and graduation rates for high schools the parameters for each rating category were established by the Education Oversight Committee. The Committee is implementing a phase-in of ratings criteria that increases rigor over time.

Reporting of Subgroup Performance

Student performance will be disaggregated in the following categories: gender, ethnicity, disability, Limited English Proficiency, migrant, and lunch status for each subtest. A disaggregated group will be reported if the group is comprised of at least 10 students (summed across grades) for each subject area.

Ratings Conditional on the Performance of Student Subgroups

Schools and districts are accountable for the performance of all students regardless of ethnicity or lunch status. Performance levels for groups disaggregated for ethnicity or lunch status shall be a condition in the improvement ratings consistent with the provisions of §59-18-900(C).

Data Reported as "N/A" (School and District Report Cards)

Beginning with the 2002 report cards, "N/A" (Not Available) should be reported only when appropriate. "Data not reported," "Data not collected," or "Insufficient Sample" will be reported rather than "N/A" when appropriate.

Section IV

LONGITUDINALLY MATCHED DATA

'Improvement performance' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

'Longitudinally matched student data' means examining the performance of a single student or a group of students by considering their test scores over time.

For grades 3-8, data will be matched longitudinally at the student level. The matching of student data may be accomplished by computer, provided that the matching information is consistent for each student and unique to that student. Current matching programs utilize some combination of name and demographic information.

Section V SCHOOLS SIMILAR IN STUDENT CHARACTERISTICS

Districts and Schools Similar in Student Characteristics

Statutory Authority: §59-18-900 (C). In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

Beginning with the 2002 report cards for special schools, report data for comparison from schools similar in student characteristics: schools in which 100% of the students have Individualized Education Plans under IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment.

Building School Groups

As a result of a series of analyses and discussions among educators, a variable which combines information about the percentage of students in a school eligible for Medicaid services and the percentage participating in free or reduced lunch services (PPOV) has been identified as the grouping variable for similar schools. PPOV was identified as the grouping variable based on its strong correlation with student outcome measures (see the *2000-2001 Accountability Manual* for a description of this analysis). The inclusion of Medicaid as an indicator of poverty is important for some schools and pockets of the population where families and individual students are resistant to applying for free or reduced price meals.

Schools are banded in such a way that each school is at the center of its own band of schools similar in student characteristics (except for schools at the extremes). Schools and school units are categorized as elementary, middle, or high as previously defined (see pages 6-7). Bands are based on the range in percentages. For example, schools are banded in such a way that other schools with PPOV within + or – five percentage points will be included in the school's band. Using this methodology results in band groupings that vary in the number of schools, but that are similar in terms of the percentage of economically disadvantaged students.

In the 2001-2002 school year (most recent data available) PPOV for schools ranged from 6.1% to 100% with a statewide mean of 62.1%. School bands will be re-calculated annually. The band width will be determined annually based on the distribution of PPOV.

Section VI REPORT CARD INFORMATION AND PRESENTATION

Decisions on format and design of the report cards were made with the participation of members of the State Board of Education and the State Superintendent of Education. The data listed on each page of the school and district report cards are indicated in Appendix D, Table of Specifications.

The format and presentation, including issues of readability, are to be addressed in the annual reviews conducted by the Education Oversight Committee.

General Design Issues

The Report Card is to be printed in a format providing multiple pages of information (an 8 1/2 by 11 sheet folded).

The Report Card is to be printed in four colors, providing ease in understanding of the graphics. Use of the colors is specified below. (Note: The Appropriations Act for FY 2004 calls for the substitution of black and white shades for colors on the November, 2003 report card because of limited funding.)

NOTE: Federal No Child Left Behind (NCLB) legislation may require additional modifications to some aspects of the report cards described in this edition of the Accountability Manual.

Section VII SYSTEM SAFEGUARDS

Ratings Impact

The State Department of Education conducts procedures to ensure that student performance on the PACT is measured properly and that accurate data are collected. Data used to rate schools and districts should undergo routine screening before and after the release of accountability ratings. The Education Oversight Committee bears responsibility for the annual review to determine the utilization of the report card and the impact of the accountability system on student, school and district performance.

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability rating are uncovered, then the SDE should take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the rating release date, then:

A *delayed* rating may be issued; OR

If the problem pertains to assessment data, ratings may be determined using assessment results for "all students tested".

Ratings Changes

The State Department of Education may change ratings of schools and districts after November 1 if problems in the data used to determine the ratings subsequently are discovered. As of June, 2003, ratings for 13 schools and one school district have been modified as the result of reviews of the data.

Analyses Undertaken Prior to the Release of Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The State Department of Education and the Division of Accountability should analyze current year accountability information to include: the percent of test takers at each school; excessive numbers of students having modified or alternate test forms; excessive absences during testing; unusual increases in percentage of students with disabilities; excessive rates of student mobility; and unusual changes in indicator or fact data. Secondly, the testing contractor for the student assessment program should notify the SDE of potential data problems for a school district. The school district is contacted by the State Department of Education of potential data problems for a school district.

The State Department of Education is responsible for the data collection and printing of the annual school and district report cards. Their work includes analyses checking for incomplete results or data, inconsistency with assessment results and other anomalies.

Questions

Inquiries concerning the analyses prior to the release of the ratings should be directed to the State Department of Education.

Analyses Undertaken After the Release of Ratings

The Education Oversight Committee assumes responsibility for annual and longitudinal reviews of the accountability system.

The Annual Reviews shall address the following:

- ❑ The format and readability of the school and district report card;
- ❑ Public and professional access to the report card and their use of it;
- ❑ Patterns within the data reported;
- ❑ Identification of potential data sources to increase understanding of school processes and results;
- ❑ Accuracy in data reporting and analyses;
- ❑ Study of the performance of subgroups of the student population; and
- ❑ Other elements as identified by policymakers.

The Longitudinal reviews of the accountability system shall address the following:

- ❑ Use and misuse of the system;
- ❑ Intended and unintended consequences;
- ❑ Validity of the ratings methodologies and categorical definitions;
- ❑ Impact of the system on student, school, district and state performance;
- ❑ Other studies as identified by policymakers.

Section VIII LOCAL RESPONSIBILITIES

Public notification of accountability results and utilization in school and district improvement efforts are governed by multiple statutory requirements. These are described in this section. The text of the statutes is provided in Appendix A.

Report Card Narrative

The principal, in conjunction with the School Improvement Council, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers that inhibit progress.

Distribution of the Report Card

The school and district report cards must be furnished to schools no later than November 1st and to parents and the public no later than November 15th. School and district report cards are mailed to parents of the school and the school district by the State Department of Education. (Note: Report cards will not be mailed to parents in 2004 because of budget cutbacks.) Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within 45 days of receipt of the report cards from the State Department of Education. The advertising requirement is waived if the audited newspaper has previously published the entire report card results as a news item.

Development of Local Accountability Systems

Each district board of trustees must establish and annually review a performance based accountability system, or modify its existing system, to reinforce the state accountability system. Parents, teachers and principals must be involved in the development, annual review and revisions of the accountability system established by the district.

This accountability system must be developed in accordance with regulations of the State Board of Education.

Annual school improvement reports must be provided to parents on or by February 1.

Note: As of the publication of this manual, the Education Oversight Committee, the State Department of Education, and the General Assembly are considering ways to set April 30 as the deadline for all district accountability reports.

Intervention and Assistance

When a school or district receives a rating of Below Average or Unsatisfactory, the school must undertake the actions outlined in §59-18-1500 through 1590. These statutes establish the basis for improvement, assistance and intervention and should be developed with the support of the State Department of Education.

Opportunities for Data Correction

Each data source for information published on the annual school or district report card has a prescribed process and calendar for collecting the information. The accuracy of ratings, recognitions, report cards and other reports is in large measure dependent on the accuracy of the information submitted. Districts are responsible for submitting all data with the exception of testing results that are transmitted by the testing companies. The opportunities for correction of data are specified by the State Department of Education.

Section IX PALMETTO GOLD AND SILVER AWARDS CRITERIA

Statutory Authority

§59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must be based upon improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) student dropout rates; and
- (4) any other factors promoting or maintaining high levels of achievement and performance.

Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their schools' plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Overview

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act of 1998. As an important part of the education accountability system in South Carolina, the Awards program is designed to recognize and reward "schools for attaining high levels of absolute performance and schools for attaining high rates of improvement."

The Division of Accountability is responsible for developing criteria for the Palmetto Gold and Silver Awards Program. As with other efforts, an advisory group of South Carolina educators was formed to recommend criteria and statistical procedures. The criteria and procedures utilized for selecting schools to receive the Gold & Silver Award are based on the *Criteria for School and District Ratings* as approved by The South Carolina Education Oversight Committee on December 6, 2000.

The criteria and procedures established for the Palmetto Gold & Silver Awards Program reflect a fundamental belief that all schools, regardless of their socioeconomic status and geographic location, can improve toward high academic standards and excellence and that all children can learn at high levels. Schools will be recognized not only for high levels of student academic achievement, but also for efforts that result in exemplary improvement.

In developing the criteria and procedures, the following essential elements were taken into consideration: fairness and equity, raising the performance levels of historically underachieving groups, and inclusiveness of as many schools as possible.

Criteria and Procedures

Eligibility

All schools and career and technology centers with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. No application is required.

There are no additional requirements for percent of student tested and the inclusion of special education students since the methodology for calculating the absolute and improvement ratings addresses these issues.

According to the Education Accountability Act of 1998 Section §59-18-1100, 'special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.'

Performance of Subgroups of Students and Gap Reduction

The criteria address improvement of performance for historically underachieving subgroups. There are three student subgroups to be considered:

- (1) minority students,
- (2) free/reduced price meal students, and
- (3) students with non-speech disabilities.

Note: Two additional groups will be added for the 2002-2003 awards determination: Limited English Proficient (LEP) students and migrant students.

Minority students will be defined as African-American, Hispanic, or Native American students. These students will be combined for purposes of analysis. There must be 30 students in each subgroup in a school for the group to be considered. The method for considering the performance of subgroup improvement defined in the *Criteria for School and District Ratings* will be used as gap reduction criteria. If the improvement index for each historically underachieving subgroup in the school exceeds the State two-year improvement index by at least one standard deviation, the school's improvement rating will be increased by one level.

Criteria for Selecting Schools for Awards - Grades 3-8, Career and Technology Centers, and Special Schools

Three procedures will be utilized to select schools that meet the criteria for attaining high levels of absolute performance and high rates of improvement. Schools that are selected through any of the three procedures will be recognized through the Palmetto Gold and Silver Awards Program.

The Primary Selection Procedure:

Based on the Absolute and Improvement Ratings

The procedure is a combination of the absolute performance and improvement ratings as prescribed in the *Criteria for School and District Ratings*. The improvement rating used for selection of award recipient schools includes adjustment for gap reduction.

To qualify for a Gold or Silver award, a school's absolute performance rating must be above Unsatisfactory. Schools will receive a Gold or a Silver award when one of the following conditions occurs:

- ◆ Schools with an Excellent rating in absolute performance will receive Gold award for high level of academic performance as long as their improvement rating is equal to or above Average.
- ◆ Schools with an Excellent rating in improvement will receive a Gold award for high levels of improvement as long as their absolute performance rating is above Unsatisfactory.
- ◆ Schools with a Good rating in improvement will receive a Silver award for good improvement results as long as their absolute rating is above Unsatisfactory.

The following figure shows the selection procedure:

Absolute Performance Rating	Improvement Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver
Below Average	Excellent	Gold
Below Average	Good	Silver

Second Selection Procedure:

Based on High Improvement Ranking by School Type

In order to insure that each of the three school types (elementary, middle, and secondary) are approximately evenly recognized through the Palmetto Gold and Silver Awards Program, the following three steps will be performed each year.

- ◆ Rank order the improvement index for each school by school type,
- ◆ select the schools with an improvement index percentile rank of 85th or higher, provided the improvement index is at least 0.15,
- ◆ exclude schools that have an Unsatisfactory rating for absolute performance.

A school would be selected to receive a Silver award if its percentile rank for its improvement index is 85th or higher among the schools with the same type housing similar grades and its absolute rating is above Unsatisfactory.

Third Selection Procedure:

Based on Steady Growth over Three or More Consecutive Years

A school may qualify for a Silver award if the school's absolute performance rating is above Unsatisfactory for the most recent year, and

- ◆ its improvement index is 0.20 or greater for two consecutive years, or
- ◆ its improvement index is 0.15 or greater for three consecutive years.

Schools Housing Grades K-2

Schools housing grades K-2 will not qualify for a Palmetto Gold and Silver Award for lack of student learning achievement outcome data.

Wil Lou Gray Special School

The school may qualify for an award on its absolute performance and improvement ratings as defined in *Criteria for School and District Ratings*. However, The Advisory Group recommends that the committee reconvene to examine the criteria and data available again after two years.

Career and Technology Centers

Career and technology centers may qualify for a Gold or Silver award based on the criteria developed for generating the center report cards. These three criteria are:

- 1) mastering for competencies or certification requirements,
- 2) graduation rate, and
- 3) placement rate.

As described in the *Criteria for School and District Ratings*, the mastery criterion will be weighted at twice the value of the other criteria. The proportion of students enrolling is not considered as part of the criteria.

Special Schools for the Academically Talented

According to the Education Accountability Act of 1998 Section §59-18-1100, 'special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.'

Definition of special schools for academically talented (Magnet schools)

A special school for the academically talented is a district-operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

Criteria for Awards for Special schools for Academically Talented

Special schools for academically talented will qualify to receive a gold award when one of the following conditions occurs:

- ♦ Schools with an Excellent rating in absolute performance for three consecutive years starting in the school year 1999-2000 will receive a Gold award for attaining high levels of academic performance as long as their improvement rating is equal to or above Average for the most recent year.
- ♦ Schools with an Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold award for attaining high levels of achievement.

Award Criteria for High Schools

Eligibility: Schools receiving a high school report card, in accordance with procedures outlined in The Accountability Manual, with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. Special schools for the academically talented are eligible in accordance with the requirements outlined in §59-18-1100. These requirements state that "special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding." No application is required.

Award Criteria: Two procedures are employed to select schools that meet the criteria for attaining high levels of absolute performance and high rates of improvement. Schools that are selected through one of the two procedures are recognized through the Palmetto Gold and Silver Awards Program.

Procedure A: The procedure is a combination of the absolute performance and improvement ratings as prescribed in the *Criteria for School and District Ratings*. The improvement rating used for selection of award recipient schools includes an adjustment for gap reduction. To qualify for a Gold or Silver award, a school's absolute performance rating must be above Unsatisfactory. Schools will receive a Gold or a Silver award when one of the following three conditions occurs:

- (1) A school with an Excellent rating in absolute performance will receive Gold award for high levels of academic performance as long as its improvement rating is equal to or above Average;
- (2) A school with an Excellent rating in improvement will receive a Gold award for high levels of improvement as long as its absolute performance rating is above Unsatisfactory; or
- (3) A school with a Good rating in improvement will receive a Silver award for good improvement results as long as its absolute rating is above Unsatisfactory.

The following figure outlines the ratings blend for the awards:

Absolute Performance Rating	Improvement Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver
Below Average	Excellent	Gold
Below Average	Good	Silver

Procedure B: This is based upon steady growth demonstrated over a minimum of two consecutive years. A school may qualify for a Silver award if the school's absolute performance rating is above Unsatisfactory for the most recent year, and (1) its improvement index is 0.20 or greater for two consecutive years, or (2) its improvement index is 0.10 or greater for three consecutive years.

The 2000-2001 school year is set as the base year.

Procedure for Special High Schools for the Academically Talented: A special school for the academically talented is a district-operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

Special schools for academically talented will qualify to receive a Gold award when one of the following two conditions occurs:

- (1) A school with an Excellent rating in absolute performance for three consecutive years starting in the school year 2000-2001 will receive a Gold award for attaining high levels of academic performance; or

- (2) A school with a Good or Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold award for attaining high levels of achievement.

Allocation of Funds and Non-Achievement Criteria

School financial awards shall be calculated on a per pupil basis in accordance with the particular criteria met. A school qualifying for a financial award will receive 80% of the per pupil allocation, plus up to an additional 20% based on the following criteria:

- a. student attendance, criterion set at a minimum of 97%,
- b. teacher attendance, criterion set at a minimum of 97%,
- c. dropout rate, grades 9-12, criterion set at a maximum of 2.5%.

Schools qualifying for a Silver award will receive two-thirds the per pupil allocation of schools receiving a gold award.

Section X PREVIEW OF THE 2004-2005 ACCOUNTABILITY SYSTEM

System Evolution

From its inception, the accountability system was designed to evolve over time to encourage higher levels of student performance, incorporate additional information, meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made.

In order to provide schools and districts with adequate time to prepare for the rigor of the standards, this section presents a preview of how the accountability system is expected to evolve over the next few years.

Assumptions for Change

Additions and/or modifications of the state assessment system may require modifications of the ratings calculations. For example, in 2003 graduation rate was added as a criterion for the high school ratings. Assessments in science and social studies for students in grades three through eight, the revised exit examination, and end-of-course tests at the high school level will be added to the ratings calculations in future years.

What is Expected to Stay the Same through the 2004 Report Card

- ❑ The ratings categories;
- ❑ The use of disaggregated student groups;
- ❑ PACT results for accountability purposes based upon the 45th day membership;
- ❑ Provisions for small numbers of students;
- ❑ Statutory recognitions based on the performance results.

Planning for the Future

The outline in this section presents data elements that may be added over the next several years. These include the following:

- ❑ School Technology Indicators (such as ratio of instructional computers to students in school) for reporting will be developed and piloted;
- ❑ Measures of Library Resources (such as average age of media collection) will be developed and piloted;
- ❑ Foreign Language: The South Carolina Foreign Language Teachers Association has requested a measure of program quality for high school foreign language programs;
- ❑ Science and social studies assessments were added to the PACT program for grades three through eight in 2003. Results from these assessments will be included in the calculation of school and district ratings in 2005;
- ❑ A revised exit examination is to replace the BSAP exit exam now used;
- ❑ End-of-course assessments are to be added for selected high school credit courses as they are developed by the State Department of Education. The results from end of course assessments will be used in the calculation of school ratings when examinations from at least four courses are available. The Algebra I end of course test was approved for use in 2003; assessments in English I, Biology I, and Physical Science are currently under review;

- ❑ Information on the early childhood professional preparation of teachers and on the classroom environments in schools only enrolling students in grades two or below will be added in 2004;
- ❑ And other changes in response to changes in the statutory provisions. These include changes called for in recently enacted federal legislation (No Child Left Behind), such as the collection of information about high quality teachers.

Section X ADDITIONAL INFORMATION

Calendar for 2003-2004

2004

March	2004 Exit Examination administration; Review of Accountability Manual (and any proposed changes)
April/May	2004 PACT administration
Summer	Review of 2004 PACT performance, Exit Exam administration results District superintendents submit questions regarding school or district data calculations
First Day of School Year	Request for program unit to receive report card
November 1	SDE distribution of school and district report cards to schools and districts
November 15	Distribution of school and district report cards to parents and community members
Within 90 days	Publication of notice about report cards in area newspapers

Whom to Call with Questions

Data Definitions:	Dr. David Burnett, SDE	734-8215
	David Potter, EOC	734-6148
Data Collections:	Dr. David Burnett, SDE	734-8215
	David Potter, EOC	734-6148
Rating Methodologies:	David Potter, EOC	734-6148
Similar Schools:	David Potter, EOC	734-6148
Assessments:	Dr. Teri Siskind, SDE	734-8298
Publication of Report Card:	Dr. Sandra Lindsay, SDE	734-8396
General Concerns:	Dr. Jo Anne Anderson, EOC	734-6148
	Dr. Sandra Lindsay, SDE	734-8396

Appendices

Appendix A:	The Education Accountability Act of 1998, as Amended in 2002
Appendix B:	Analyses of 2001-2002 Report Card Data and Changes Recommended
Appendix C:	Definitions and Formulas for School and District Profile Elements
Appendix D:	Table of Specifications for School or District Report Card
Appendix E:	Acknowledgments

APPENDIX A

The Education Accountability Act of 1998 (As Amended in 2003)

The language shown in **bold type** refers to requirements for the annual school and district report cards, use of the ratings and evaluation of public education programs, including the accountability system.

AN ACT TO AMEND CHAPTER 18 OF TITLE 59, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO QUALITY CONTROLS AND PRODUCTIVITY REWARDS, SO AS TO ENACT THE SOUTH CAROLINA EDUCATION ACCOUNTABILITY ACT OF 1998 TO ESTABLISH STATEWIDE ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS OF THOSE STANDARDS FOR SCHOOLS, TO PROVIDE ANNUAL REPORT CARDS FOR SCHOOLS WITH A PERFORMANCE INDICATOR SYSTEM, TO REQUIRE DISTRICTS TO ESTABLISH LOCAL ACCOUNTABILITY SYSTEMS, TO PROVIDE SPECIFIED RESOURCES TO IMPROVE STUDENT PERFORMANCE AND TEACHER AND STAFF DEVELOPMENT AND ASSISTANCE, AND TO PROVIDE FOR THE IMPLEMENTATION AND OVERSIGHT OF THE ABOVE PROVISIONS; TO ADD SECTION 59-24-5 SO AS TO PROVIDE FOR LEGISLATIVE FINDINGS IN REGARD TO SCHOOL PRINCIPALS AND THEIR PROFESSIONAL DEVELOPMENT; TO AMEND SECTIONS 59-24-10, 59-24-30, BOTH AS AMENDED, AND 59-24-50, RELATING TO ASSESSMENT OF AND DEVELOPMENT PLANS FOR SCHOOL ADMINISTRATORS, SO AS TO FURTHER PROVIDE FOR SUCH ASSESSMENTS AND DEVELOPMENT PLANS; TO ADD SECTION 59-24-80 SO AS TO PROVIDE FOR A FORMAL INDUCTION PROGRAM FOR FIRST-YEAR PRINCIPALS; TO ADD SECTION 59-24-15 SO AS TO PROVIDE THAT CERTIFIED EDUCATION PERSONNEL WHO ARE EMPLOYED AS ADMINISTRATORS ON AN ANNUAL OR MULTI-YEAR CONTRACT WILL RETAIN THEIR RIGHTS AS A TEACHER UNDER APPLICABLE EMPLOYMENT, DISMISSAL, AND OTHER PROCEDURES BUT NO SUCH RIGHTS ARE GRANTED TO THE POSITION OR SALARY OF ADMINISTRATOR, AND TO PROVIDE THAT ANY SUCH ADMINISTRATOR WHO PRESENTLY IS UNDER A CONTRACT GRANTING SUCH RIGHTS SHALL RETAIN THAT STATUS UNTIL THE EXPIRATION OF THAT CONTRACT; TO AMEND SECTION 59-6-10, RELATING TO THE SELECT COMMITTEE TO OVERSEE THE EIA, SO AS TO CHANGE THE NAME OF THE COMMITTEE TO THE EDUCATION OVERSIGHT COMMITTEE, TO REVISE THE MEMBERSHIP OF THE COMMITTEE AND THE MANNER IN WHICH ITS MEMBERS ARE SELECTED, AND TO REVISE ITS DUTIES AND FUNCTIONS INCLUDING A REQUIREMENT THAT IT REVIEW AND MONITOR THE EDUCATION ACCOUNTABILITY ACT OF 1998; TO ADD SECTIONS 59-6-100, 59-6-110, AND 59-6-120 SO AS TO ESTABLISH AN ACCOUNTABILITY DIVISION WITHIN THE EDUCATION OVERSIGHT COMMITTEE AND PROVIDE FOR ITS DUTIES, FUNCTIONS, AND RESPONSIBILITIES, TO PROVIDE THAT THE EDUCATION OVERSIGHT COMMITTEE SHALL APPOINT A TASK FORCE TO REVIEW CURRENT STATE PROGRAMS AND POLICIES FOR PARENT PARTICIPATION IN THEIR CHILDREN'S EDUCATION; TO AMEND SECTION 59-29-10, RELATING TO REQUIRED SUBJECTS OF INSTRUCTION, SO AS TO REQUIRE INSTRUCTION IN PHONICS; TO ADD SECTION 59-63-65 SO AS TO PROVIDE THAT SCHOOL DISTRICTS WHICH CHOOSE TO REDUCE CLASS SIZE IN GRADES ONE THROUGH THREE TO A PUPIL-TEACHER RATIO OF FIFTEEN TO ONE SHALL BE ELIGIBLE FOR CERTAIN STATE FUNDING, AND TO PROVIDE FOR THE IMPLEMENTATION OF THESE PROVISIONS INCLUDING A PROVISION ALLOWING PORTABLE OR TEMPORARY FACILITIES TO BE USED FROM FUNDING DERIVED FROM THE CHILDREN'S EDUCATION ENDOWMENT FUND, TO REQUIRE THE DEPARTMENT OF EDUCATION TO PROVIDE A COPY OF THIS ACT TO EVERY DISTRICT SCHOOL SUPERINTENDENT AND SCHOOL PRINCIPAL IN THIS STATE; TO REPEAL SECTION 59-6-12 RELATING TO CERTAIN DUTIES AND RESPONSIBILITIES OF THE SELECT COMMITTEE; AND TO REPEAL SECTIONS 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, AND 59-18-31 RELATING TO SCHOOL QUALITY CONTROLS AND PRODUCTIVITY.

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION 1. This act will be known and may be cited as the "South Carolina Education Accountability Act of 1998".

Education Accountability Act of 1998

SECTION 2. Chapter 18, Title 59 of the 1976 Code is amended to read:

"CHAPTER 18
Education Accountability Act of 1998
Article 1
General Provisions

Section 59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

Section 59-18-110. The system is to:

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;

(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;

(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

Section 59-18-120. As used in this chapter:

(1) 'Oversight Committee' means the Education Oversight Committee established in Section 59-6-10.

(2) 'Standards based assessment' means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.

(3) 'Disaggregated data' means data broken out for specific groups within the total student population, such as by race, gender, and family income level.

(4) 'Longitudinally matched student data' means examining the performance of a single student or a group of students by considering their test scores over time.

(5) 'Norm-referenced assessment' means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group.

(6) 'Academic achievement standards' means statements of expectations for student learning.

(7) 'Department' means the State Department of Education.

(8) 'Absolute performance' means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.

(9) 'Improvement performance' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

(10) 'Objective and reliable statewide assessment' means assessments which yield consistent results and which measure the cognitive knowledge and skills specified in the state-approved academic standards and does not include questions relative to personal opinions, feelings, or attitudes and is not biased with regard to race, gender, or socioeconomic status. It is not intended that the assessments be limited to true/false or multiple choice questions.

(11) 'Division of Accountability' means the special unit within the oversight committee established in Section 59-6-100.

Article 3

Academic Standards and Assessments

Section 59-18-300. The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

Section 59-18-310. (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to measure student performance on state standards and:

(1) identify areas in which students need additional support;

(2) indicate the academic achievement for schools, districts, and the State; and

(3) satisfy federal reporting requirements.

All assessments required to be developed or adopted under the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve.

(C) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career/occupational programs.

Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Education Act and by Title 1 at the end of grades three through eight. The exit examination in these four academic areas will be administered for the first time at the end of grade ten. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

Section 59-18-330. The State Board of Education, through the State Department of Education, shall develop, select, or adapt a first grade readiness test which is linked to the adopted grade one academic standards and a second grade readiness test which is linked to the adopted grade two academic standards. The first administration of this test must occur no later than the 2000-2001 school year. **The purpose of the tests is to measure individual student readiness, and they are not to be used as an accountability measure at the state level. However, the grade two readiness test will serve as the baseline for grade three assessment.**

Section 59-18-340. The State Board of Education, following the recommendations of the Accountability Division of the Education Oversight Committee, is directed to select a norm referenced test to obtain an indication of student and school performance relative to national performance levels. The test must be administered annually to a statistically valid random sample of students in at least three grades from grades three through eleven. The Oversight Committee shall determine an appropriate sampling plan for the norm referenced test that must be administered beginning in the 1998-1999 school year.

Section 59-18-350. High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and re-enforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

Section 59-18-360. The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.

Section 59-18-370. The Department of Education is directed to provide assessment results annually on individual students and schools in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts shall be responsible for disseminating this information to parents.

Article 5
Academic Plans for Students

Section 59-18-500. (A) Beginning in 1998-99 and annually thereafter, at the beginning of each school year, the school must notify the parents of the need for a conference for each student in grades three through eight who lacks the skills to perform at his current grade level based on assessment results, school work, or teacher judgment. At the conference, the student, parent, and appropriate school personnel will discuss the steps needed to ensure student success at the next grade level. An academic plan will be developed to outline additional services the school and district will provide and the actions the student and the parents will undertake to further student success.

(B) The participants in the conference will sign off on the academic plan, including any requirement for summer school attendance. Should a parent, after attempts by the school to schedule the conference at their convenience, not attend the conference, the school will appoint a school mentor, either a teacher or adult volunteer, to work with the student and advocate for services. A copy of the academic plan will be sent to the parents by certified mail.

(C) At the end of the school year, the student's performance will be reviewed by appropriate school personnel. If the student's work has not been at grade level or if the terms of the academic plan have not been met, the student may be retained or he may be required to attend summer school for promotion. If there is a compelling reason why the student should not be required to attend summer school or be retained, the parent or student may appeal to a district review panel.

(D) At the end of summer school, a district panel will review the student's progress and report to the parents whether the student's academic progress indicates readiness to achieve grade level standards for the next grade. If the student is not at grade level or the student's assessment results show standards are not met, the student will be placed on academic probation. A conference of the student, parents, and appropriate school personnel will revise the academic plan to address academic difficulties. At the conference it must be stipulated that academic probation means if either school work is not up to grade level or if assessment results again show standards are not met, the student will be retained. The district's appeals process remains in effect.

(E) Each district board of trustees will establish policies on academic conferences, individual student academic plans, and district level reviews. Information on these policies must be given to every student and parent. Each district is to monitor the implementation of academic plans as a part of the local accountability plan. Districts are to use Act 135 of 1993 academic assistance funds to carry out academic plans, including required summer school attendance. Districts' policies regarding retention of students in grades one and two remain in effect.

(F) The State Board of Education, working with the Oversight Committee, will establish guidelines until regulations are promulgated to carry out this section. **The State Board of Education, working with the Accountability Division, will promulgate regulations requiring the reporting of the number of students retained at each grade level, the number of students on probation, number of students retained after being on probation, and number of students removed from probation. This data will be used as a performance indicator for accountability.**

Article 7
Materials and Accreditation

Section 59-18-700. The criteria governing the adoption of instructional materials shall be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

Section 59-18-710. By November, 2000, the State Board of Education, working with the Department of Education and recommendations from the Accountability Division, must promulgate regulations outlining the criteria for the state's accreditation system which must include student academic performance.

Article 9
Reporting

Section 59-18-900. (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes:

- (1) inform parents and the public about the school's performance;**
- (2) assist in addressing the strengths and weaknesses within a particular school;**
- (3) recognize schools with high performance; and**
- (4) evaluate and focus resources on schools with low performance.**

(B) The Oversight Committee shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and improvement ratings. The Oversight Committee shall establish student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report cards is provided in an easily understood manner and a reader friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, student and teacher ratios, and attendance data.

(E) The principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

Section 59-18-910. No later than June 1, 1999, the Accountability Division must report on the development of the performance indicators criteria and the report card to the Education Oversight Committee and the State Board of Education. A second report, to include uniform collection procedures for academic standards and performance indicators, is due by September 1, 1999. No later than September, 1999, the State Department of Education shall report to the Oversight Committee the determination of the levels of difficulty for the assessments by grade and academic area. By March 1, 2000, a report on the development of baseline data for the schools is due from the division.

Section 59-18-920. Charter schools established pursuant to Chapter 40, Title 59 will receive a performance rating and must issue a report card to parents and the public containing the rating and explaining its significance and providing other information similar to that required of other schools in this section. Alternative schools are included in the requirements of this chapter; however, the purpose of such schools must be taken into consideration in determining their performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, will develop a report card for vocational schools.

Section 59-18-930. Beginning in 2001 and annually thereafter the State Department of Education must issue report cards to all schools and districts of the State no later than November first. The report card must be mailed to all parents of the school and the school district. The school, in conjunction with the district board, must also inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

Article 11 Awarding Performance

Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) student dropout rates; and
- (4) any other factors promoting or maintaining high levels of achievement and performance.

Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Section 59-18-1110. (A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;

(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and

(3) the school has exhibited no recurring accreditation deficiencies.

(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing. **The State Board of Education in consultation with the Education Oversight Committee must promulgate regulations and develop guidelines for providing this flexibility by December 1, 2001.**

(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

Section 59-18-1120. (A) Notwithstanding any other provision of law, a school designated as unsatisfactory while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.

(B) Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

Article 13
District Accountability Systems

Section 59-18-1300. The State Board of Education, based on recommendations of the division, must develop regulations requiring that no later than August, 1999, each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first. Until such time as regulations pursuant to this section become effective, school district accountability systems must be developed, adopted, and implemented in accordance with State Board of Education guidelines.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning. The department shall submit plans for the peer review process to the division for approval by August, 1999. School districts not having an approved plan by August 1, 1999, shall be provided a plan by the department within ninety days.

Article 15
Intervention and Assistance

Section 59-18-1500. (A) When a school receives a rating of below average or unsatisfactory, the following actions must be undertaken by the school, the district, and the board of trustees:

- (1) The faculty of the school with the leadership of the principal must review its improvement plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A time line for implementation of the activities and the goals to be achieved must be included.
- (2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.
- (3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.
- (4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received from the State Board of Education and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to

give the plan. This information must go to the parents no later than February first. This information must also be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and improvement performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance; and

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1560 will be eligible for the grant programs created by that section.

Section 59-18-1510. (A) When a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.

(B) The activities of the external review committee may include:

(1) examine all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identify needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the school receives the designation of unsatisfactory to the school, the district board of trustees, and the State Board of Education; and

(7) report annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services,

and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

Section 59-18-1520. If the recommendations approved by the state board, the district's plan, or the school's revised plan is not satisfactorily implemented by the school rated unsatisfactory and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

- (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- (2) declare a state of emergency in the school and replace the school's principal; or
- (3) declare a state of emergency in the school and assume management of the school.

Section 59-18-1530. (A) Teacher specialists on site must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory, if the review team so recommends and recommendation is approved by the State Board of Education. Teacher specialists on site must be assigned at a rate of one teacher for each grade level with a maximum of five to elementary schools in impaired districts or designated as below average or unsatisfactory. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review committee and approved by the state board. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below standard and unsatisfactory schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the Leadership Academy of the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for principal specialists. A principal specialist may be hired for a school designated as unsatisfactory, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving

classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. The salary and supplement are to be paid by the State for two years.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. For the purpose of determining average final compensation as defined in Section 9-1-10, the supplement authorized in this section shall entitle a specialist to have added to their average final compensation at the time of retirement an amount not to exceed an additional forty-five days' pay, based on the specialist's regular annual compensation at their home school location. A specialist shall be entitled to fifteen days' pay, for the purposes of this section, for each year of service as a specialist on site. Principal and teacher specialists on site who are assigned to below average and unsatisfactory schools shall be allowed to return to employment with their previous district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) For retired educators drawing benefits from the state retirement system who are serving in the capacity of principal or teacher specialist on site, the earnings limitations which restrict the amount of compensation that may be earned from covered employment while drawing benefits under the state retirement system do not apply to any compensation paid to them as an on-site specialist not to exceed one year of such employment whether they are working directly for the school district or for some entity in this capacity. However, no further contributions may be made to the state retirement system related to this compensation and no additional retirement benefits or credits may be received or accrued.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

Section 59-18-1540. Each principal continued in employment in schools in districts designated as impaired or in schools designated as below average or unsatisfactory must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program and provide a stipend to those principals serving as mentors.

Section 59-18-1550. Each teacher employed in schools designated as below average or unsatisfactory who participate in the professional development activities and the improvement actions of the school which go beyond the normal school day and year may earn credits toward recertification according to the criteria established by the State Board of Education. To receive credit, activities must be based on identified professional development needs outlined in the school's improvement plan and must include at least one of the following:

- (1) summer institute with follow-up activities;
- (2) practice of new teaching strategies with peers regularly throughout the school year;
- (3) work with peer study groups during the academic year in planning lessons; and
- (4) observing and coaching regularly in one another's classrooms.

The activities must be approved by the Department of Education and the department shall determine the amount of credit earned by the participation.

Section 59-18-1560. (A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to an additional two years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

(B) The State Board of Education, working with the Department of Education and with the approval of the Education Oversight Committee, will develop guidelines outlining eligibility for the grant programs and methods of distributing funds which will be in effect until such time as the school ratings in Section 59-18-900(B) are implemented. In developing the eligibility guidelines, the board should consider criteria similar to that used in the former impaired district program. Until such time as regulations are promulgated, the funds shall be distributed on a per teacher basis for use only as outlined in the revised school plan.

(C) A public school assistance fund shall be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

Section 59-18-1570. (A) When a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

- (1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
- (2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;
- (3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;

(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of unsatisfactory, to the superintendent, the district board of trustees, and the State Board of Education; and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

Section 59-18-1580. If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as unsatisfactory, the district superintendent and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the district. The state superintendent, with the approval of the State Board of Education, is granted authority to do any of the following:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;

(2) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the board of trustees or until an election is held as provided by law to fill the vacancy if the superintendent who is replaced is elected to such office. Local boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to any existing contracts but to new contracts or renewal of contracts;

(3) declare a state of emergency in the school district and assume management of the school district.

Section 59-18-1590. To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on

instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

Article 17 Public Information

Section 59-18-1700. (A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public. The plan must be reported to the Governor, the Senate Education Committee, and the House Education and Public Works Committee by March 15, 1999.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

Article 19 Miscellaneous

Section 59-18-1900. (A) The State Board of Education, working with the Department of Education and the Education Oversight Committee, shall establish a competitive grant program to fund at least ten alternative schools. Districts are authorized and encouraged to cooperate in establishing alternative schools and such jointly established schools will be given priority in awarding the grants. Alternative schools established prior to this act shall not be prohibited from participation in this program. These schools must be at a site separate from other schools, unless operated at a time when those schools are not in session. These schools shall provide appropriate services to middle or high school students who for academic or behavioral reasons are not benefiting from the regular school program. The regulations must include guidelines to ensure that effective practices are adopted.

(B) To be eligible for funding, the school districts must develop a plan for the school which establishes a comprehensive program to address student problems. State requirements for staffing may be waived if the plan meets the criteria and has a reasonable expectation of success. The plan must include:

(1) the mission of the school;

(2) policy for the basis of enrollment in the school;

(3) a low pupil-teacher ratio, to include one on one assistance, independent computer assisted learning and distance learning;

(4) provision for transportation to the school;

(5) establishment of comprehensive staff development;

(6) appointment of a mentor teacher at the student's original school in order to ease transition back to that school when such a transfer occurs; and

(7) a process for community involvement and support.

The districts shall contract with the school for each student attending for an amount that is no less than the amount equal to that generated by the student's EFA weight.

Section 59-18-1910. The State Board of Education shall establish grant programs to fund homework centers in schools and districts designated as below average and unsatisfactory.

Until such time as these ratings are established, all schools in districts declared to be impaired are eligible to receive funding on a per pupil basis. Schools receiving such designations must provide centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Funds provided for these centers may be used for salaries for certified teachers and for transportation costs. Homework centers meeting the criteria established by the board shall receive funds as appropriated by the General Assembly. For 1998-99, of the funds appropriated for assessment, up to five hundred thousand dollars shall be used for homework centers.

Section 59-18-1920. (A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule. Districts declared to be impaired will have priority in obtaining such grants.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a 'D' average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

Section 59-18-1930. The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development."

Findings

SECTION 3. Article 1, Chapter 24, Title 59 of the 1976 Code is amended by adding:

"Section 59-24-5. The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff."

Assessment and development plans for administrators

SECTION 4. Sections 59-24-10 and 59-24-30 of the 1976 Code, as last amended by Act 458 of 1996, are further amended to read:

"Section 59-24-10. Beginning with the school year 1999-2000, any person prior to permanent appointment as a principal for any elementary school, secondary school, or vocational center must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. Districts may appoint such persons on an interim basis until such time as the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to any persons currently employed as principals on the effective date of the provisions of this paragraph nor to any persons hired as principals before the beginning of school year 1999-2000.

Section 59-24-30. All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development."

Professional development

SECTION 5. Section 59-24-50 of the 1976 Code is amended to read:

"Section 59-24-50. By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project."

Formal induction program

SECTION 6. Article 1, Chapter 24, Title 59 of the 1976 Code is amended by adding:

"Section 59-24-80. Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement."

Contract status and rights retained; exceptions

SECTION 7. The 1976 Code is amended by adding:

"Section 59-24-15. Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract."

Education Oversight Committee; membership; duties

SECTION 8. Section 59-6-10 of the 1976 Code is amended to read:

"Section 59-6-10. (A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;**
- (2) make programmatic and funding recommendations to the General Assembly;**
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;**
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.**

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

The committee consists of the following persons:

- (1) Speaker of the House of Representatives or his designee;
- (2) President Pro Tempore of the Senate or his designee;

- (3) Chairman of the Education and Public Works Committee of the House of Representatives or his designee;
- (4) Chairman of the Education Committee of the Senate or his designee;
- (5) Governor or his designee;
- (6) Chairman of the Ways and Means Committee of the House of Representatives or his designee;
- (7) Chairman of the Finance Committee of the Senate or his designee;
- (8) State Superintendent of Education or the superintendent's designee who shall be an ex officio nonvoting member;
- (9) Five members representing business and industry who must have experience in business, management, or policy to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee; and
- (10) Five members representing public education teachers and principals to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee.

Initial appointment must be made by July 31, 1998, at which time the Governor or his designee shall call the first meeting. At the initial meeting, a chairman elected from the members representing the business and industry appointees and a vice chairman representing the education members shall be elected by a majority vote of the committee. The members appointed pursuant to items (1) through (8) may serve notwithstanding the provisions of Section 8-13-770. Their terms of office on the committee must be coterminous with their terms of office as Governor, Superintendent of Education, or members of the General Assembly.

(B) The terms of office of the members of the Education Oversight Committee, except for the legislative members, Governor, and State Superintendent of Education, are four years and until their successors are appointed and qualify except of those first appointed the terms must be staggered as follows:

- (1) initial terms of two years shall be served by the two members of the business and industry community appointed by the chairmen of the Education Committees;
- (2) initial terms of three years shall be served by the members of the education community appointed by the President Pro Tempore of the Senate and the Speaker of the House; and
- (3) all other voting members shall serve initial four-year terms. The terms of chairman and vice chairman shall be two years. At the end of each two-year term, an election must be held for the chairmanship and vice chairmanship by majority vote of the members attending with quorum present. No member shall serve more than four consecutive years as chairman or vice chairman. Members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year. The staff positions of the Select Committee and the people presently in those positions initially shall be transferred to the Education Oversight Committee as administrative staff to carry out its functions."

Accountability division established

SECTION 9. Chapter 6, Title 59 of the 1976 Code is amended by adding:

"Section 59-6-100. Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.

The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education, experience in program evaluation, and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

Section 59-6-110. The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;**
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;**
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and**
- (4) perform other studies and reviews as required by law.**

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

Section 59-6-120. The State Department of Education, the State Board of Education, and the school districts and schools shall work collaboratively with the Division of Accountability to provide information needed to carry out the responsibilities and duties of its office. The Division of Accountability may call on the expertise of the state institutions of higher learning and any other public agencies for carrying out its functions and may coordinate and consult with existing agency and legislative staff."

Task force

SECTION 10. When parents are involved with their children's education, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more extensive the parent involvement, the higher level of the student achievement. Therefore, the Education Oversight Committee shall appoint a task force to review current state programs and policies for parent participation in their children's education. The task force is to look for ways to encourage and induce parents to oversee and support student academic performance and behavior that contributes to academic improvement. The membership of the task force should include: public school educators from rural, urban, and suburban schools and districts; parents of public school children; social service representatives; and a juvenile justice representative. The task force must be appointed no later than September 1, 1998, and shall provide its report and recommendations to the Education Oversight Committee by October 15, 1999.

Phonics required

SECTION 11. Section 59-29-10 of the 1976 Code is amended to read:

"Section 59-29-10. The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct."

Class size reduction; funding; facilities

SECTION 12. Title 59, Chapter 63 of the 1976 Code is amended by adding:

"Section 59-63-65. School districts which choose to reduce class size to fifteen to one in grades one through three shall be eligible for funding for the reduced pupil-teacher ratios from funds provided by the General Assembly for this purpose. Funding for schools in districts designated as impaired or for schools rated as unsatisfactory on the accountability ratings will receive priority in the distribution of funds. Funding for the impaired district schools and schools ranked unsatisfactory will be allocated based on the average daily membership in grades one through three in those schools for implementing reduced class size of fifteen to one in those grades. Other school districts will receive funding allocated based on free and reduced lunch eligible students. Local match is required for the lower ratio funding based on the Education Finance Act formula. Boards of trustees of each school district may implement the lower pupil-teacher ratios on a school by school, grade by grade, or class by class basis. District boards of trustees implementing the reduced ratios must establish policies to give priority to reduce the ratios in schools with the highest number of students eligible for the federal free and reduced lunch program, and these students must be given priority in implementing the reduced class size. Unobligated funds from state appropriations which become available to a district during a fiscal year shall be redistributed to fund additional teachers on a prorated basis.

Districts choosing to implement the reduced class size must track the students served in classes with a 15:1 ratio for three years so that the impact of smaller class size can be evaluated. The Department of Education, working with the Accountability Division, will develop a plan for evaluating the impact of this initiative and report to the Education Oversight Committee no later than December 1, 2001. School districts must document the use of these funds to reduce class size and the State Department of Education will conduct audits to confirm appropriate use of class size reduction funding.

As used in this section, 'teacher' refers to an employee possessing a professional certificate issued by the State Department of Education whose full-time responsibility is instruction of students. Pupil-teacher ratio is based on average daily membership.

Portable or other temporary classroom space may be used to meet any facilities needs for reducing class size to fifteen to one, and notwithstanding the provisions of Section 59-144-30, funding derived from the Children's Education Endowment Fund may be used to acquire such portable or temporary facilities."

Repeal

SECTION 13. Sections 59-6-12, 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, and 59-18-31 of the 1976 Code are repealed.

Copy of act to be provided

SECTION 14. The Department of Education must provide a copy of this act to every district superintendent and school principal in this State.

References

SECTION 15. The Code Commissioner is directed to change all references in the Code of Laws to the Select Committee so as to read the Education Oversight Committee.

Time effective

SECTION 16. This act takes effect upon approval by the Governor.

Approved the 10th day of June, 1998.

Legislative Printing-LPITR@<http://www.lpittr.state.sc.us>

APPENDIX B

Analyses of 2001-2002 Report Card Data And Changes Recommended

B-1: SC School and District Ratings, 2001-2002

B-2: Review of School Improvement Rating Methodology

B-3: Revisions to High School Ratings Criteria

B-4: Recommendations Regarding Changes to the 2003-2004 Accountability Manual

Appendix B-1
South Carolina School and District Ratings
2001-2002

Summary Tables

Table 1
ALL SCHOOLS (K-2 PRIMARY, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS)
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	223 (19.7)	120 (10.6)
Good	368 (32.5)	217 (19.3)
Average	310 (27.4)	192 (17.0)
Below Average	170 (15.0)	310 (27.5)
Unsatisfactory	60 (5.3)	288 (25.6)
New/Special - No Rating	28	32
Total	1131 (100)	1127 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

Table 2
K-2 PRIMARY SCHOOLS ONLY (GRADE 2 IS HIGHEST GRADE LEVEL)
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	22 (100)	8 (40.0)
Good	0 (0.0)	12 (60.0)
Average	0 (0.0)	0 (0.0)
Below Average	0 (0.0)	0 (0.0)
Unsatisfactory	0 (0.0)	0 (0.0)
New/Special - No Rating	0	2
Total	22 (100)	22 (100)

Note: Totals may not add to 100% due to rounding.

*Based on data from the SC Department of Education, November 2002.

Table 3
ELEMENTARY SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	106 (17.5)	37 (6.1)
Good	217 (35.8)	120 (19.8)
Average	195 (32.2)	104 (17.2)
Below Average	81 (13.4)	159 (26.2)
Unsatisfactory	7 (1.2)	186 (30.7)
New/Special - No Rating	7	7
Total	606 (100)	606 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

Table 4
MIDDLE SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	14 (5.1)	8 (2.9)
Good	73 (26.6)	32 (11.7)
Average	91 (33.2)	78 (28.5)
Below Average	70 (25.6)	107 (39.1)
Unsatisfactory	26 (9.5)	49 (17.9)
New/Special – No Rating	11	11
Total	274 (100)	274 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

Table 5
HIGH SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	49 (25.9)	41 (21.9)
Good	70 (37.0)	43 (23.0)
Average	24 (12.7)	10 (5.4)
Below Average	19 (10.1)	42 (22.5)
Unsatisfactory	27 (14.3)	51 (27.3)
New/Special - No Rating	10	12
Total	189 (100)	189 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

Table 6
DISTRICTS ONLY
2001-2002 District Report Card Ratings
Number and Percentage of District Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	3 (3.5)	1 (1.2)
Good	27 (31.8)	3 (3.6)
Average	33 (38.8)	27 (32.1)
Below Average	20 (23.5)	46 (54.8)
Unsatisfactory	2 (2.4)	7 (8.3)
Total	85 (100)	84 (100)

Note: Totals may not add to 100% due to rounding.

*Based on data from the SC Department of Education, November 2002.

Appendix B-2
REVIEW OF SCHOOL IMPROVEMENT RATING METHODOLOGY
Adopted By Academic Standards and Assessments Subcommittee
February 11, 2003

The Education Accountability Act specifies that schools will receive annual ratings for their academic improvement. The improvement ratings are defined in the law as, "'Improvement performance' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth." [Section 59-18-120 (9)]. The methodology for calculating the improvement ratings was adopted by the Education Oversight Committee (EOC) in December 2001. As stated in the Accountability Manual, the EOC planned to review the improvement methodology after initial experiences with it. With that intended review in mind, the cut-off scores for the improvement rating categories published in the Accountability Manual are listed only for the years 2001 through 2003.

The review process began this Fall with the convening of a technical advisory group to review the data for 2001 and 2002 with the purpose of identifying any revisions needed. The group was also asked to provide advice on the integration of the EAA Improvement Ratings and the No Child Left Behind ratings of Adequate Yearly Progress. The advisory panel met in Columbia on November 25, 2002 (see Agenda in Appendix A) to review and discuss the data related to the improvement ratings and to generate recommendations based on their review. The advisory panel consisted of four national experts in the areas of testing and accountability, three representatives from South Carolina school districts, and a representative from the SC Department of Education. The participants are listed below:

Members of Improvement Rating Advisory Group

Dr. Bill Brown, President
Brownstar Consulting
Former NC Director of Testing
Cary, NC

Dr. David Burnett
Director of Research
SC Department of Education
Columbia, SC

Dr. Robert Linn
Professor of Education, University of Colorado
Co-Director, National Center for Research on
Evaluation, Standards, and Student Testing (CRESST)
Boulder, Colorado

Dr. Wayne Martin
Special Assistant to the Executive Director
Council of Chief State School Officers
Washington, DC

Dr. Jim Ray, Superintendent
Spartanburg County School District 3
Glendale, SC

Dr. Janelle Rivers
Director of Accountability
Lexington School District 1
Lexington, SC

Dr. Frank Roberson
Associate Superintendent for Instruction
Aiken County Schools
Aiken, SC

Dr. Jim Watts
Vice President for State Services
Southern Regional Education Board
Atlanta, GA

EOC Staff

Dr. Jo Anne Anderson, Executive Director
Mr. David Potter, Director of Research

The advisory panel reviewed the improvement rating methodology; concerns about the improvement ratings raised by South Carolina educators; historical test data; and simulations of

methodological changes to the calculation of the improvement ratings which have been suggested by various groups of educators. The panel's charge was to make recommendations regarding the improvement rating methodology. The panel focused on the improvement rating methodology for schools in which PACT is administered because of the concerns about the ratings for elementary and middle schools which have been raised by educators.

Concerns about the improvement rating methodology have included concerns about communicating the basis for the ratings and concerns about the perceived fairness of the methodology for computing the ratings. Problems with communication have centered on the differences between the absolute ratings, which provide a measure of the average performance status of all students tested at the end of the current school year, and the improvement ratings, which in the elementary and middle schools are based on the average change in test performance of the same students from the end of the previous year to the end of the current year. The longitudinal methodology required by statute for the improvement rating also depends on data from students for whom both pretest and posttest data are available, but matched pretest scores are not required for the absolute rating methodology. Since at present the pretest and posttest data for some students cannot be matched because of inconsistencies in the data, and since pretest data are not available for all grade levels (e. g., since there is no statewide test administered to students in grade 2, a pretest is not available for students in grade 3 who take the PACT test), the absolute and improvement ratings for a school may be based on data from different numbers of students.

Absolute ratings for elementary schools are based on PACT data for the current year for students in grades 3, 4, and 5; absolute ratings for middle schools are based on PACT data for the current year from students in grades 6, 7, and 8. Improvement ratings for elementary schools are based on matched pretest and posttest data for grades 4 and 5, and matched data for students repeating grade 3 in the current year. As indicated above, PACT is not administered statewide to students in grade 2, so there are no pretest scores available for students in grade 3. Improvement ratings in the middle school are based on matched pretest and posttest data for students in grades 6, 7, and 8. The grade 5 pretest scores for students in grade 6 are obtained by matching data obtained from the administration of the grade 5 PACT in elementary schools. The methodology employed by the State Department of Education to match pretest and posttest scores for individual students enables matches to be made for students whose pretests were administered in a different school or district than the one in which the student took the posttest.

Concerns about the perceived fairness of the improvement ratings have centered on the current methodology in which changes in weighted scores used to calculate the improvement rating index only occur when a student has improved or declined by a performance level (e. g., a student's pretest performance level of Basic must increase to Proficient or drop to Below Basic 2 on the posttest to result in a change in the improvement index). The perceived unfairness in this methodology is that a student may improve his or her performance on the posttest compared to the pretest, but not enough to achieve the next higher performance level and thus contribute to a positive gain index for the school. (Of course, a student may also regress in his or her achievement on the posttest compared to the pretest, but unless the posttest score is at a lower performance level than the pretest this change will also not be reflected in the school's improvement index, this time as a loss.) This concern is thus with the perceived lack of precision of the current improvement rating methodology to detect small achievement changes.

The advisory panel also reviewed the historical PACT data to determine whether longitudinal progress in achievement had occurred which was not detected with the improvement rating methodology (see Appendix B for charts of PACT achievement in 2001 and 2002). While there were gains in the percentages of students attaining higher performance levels on the posttests in some grades, especially in mathematics, these were offset by drops in other areas, especially in English language arts. The panel reviewed PACT technical data and concluded that the

performance levels within each subject were set initially at similar levels across the grade levels, suggesting that the improvement rating methodology based on comparing percentages of students attaining higher performance levels over time was reasonably supported by the PACT test design. The panel noted that student performance on the PACT tests was lower at the upper grades than at the lower ones, that improvement in grades 4 and 5 in 2002 was lower than expected, and that improvement was noted between 2001 and 2002 in the percentages of students increasing their performance levels from Below Basic to Basic, but these improvements were offset by the increased percentages of students whose performance levels dropped from Proficient or Advanced to Basic.

The panel discussed the desirability of creating a vertical score scale across the grade levels for the PACT tests in each subject area. The current PACT score scale is unique to each grade level. Although the score scale at each grade level appears to be continuous with the scale for the adjacent grades, it is not. For example, the amount of achievement represented by the apparent 100 point increase between a third grade score of 301 and a fourth grade score of 401, and the 100 point increase between a third grade score of 320 and a fourth grade score of 420 are not the same and are not comparable, but they would be if the score scale across the grades were vertically equated. The State Department of Education is developing such a vertical PACT score scale, but this process is not yet complete. Having a vertical scale would help to improve the precision of the calculation of improvement gains over time.

The panel identified four general issues and made recommendations regarding each issue:

Issue 1: With what precision is improvement measured?

The panel reviewed the results from simulations of methods for improving the sensitivity of the improvement rating methodology to reflect small achievement changes. These simulations involved splitting the scale score intervals between adjacent performance levels into smaller units and assigning higher weights to score intervals closer to the higher performance level. These simulations and their results are described in Appendix C.

In general, it appears that dividing the score intervals between performance level cut scores will improve the precision of the ratings methodology somewhat. For example, the following results were obtained when the score intervals between PACT performance levels were divided into fourths:

- ✓ Most schools (87.9%) would receive the same improvement rating if the intervals were divided into fourths as they would using the current system;
- ✓ 5.4% of schools would receive a higher improvement rating if the intervals were divided into fourths;
- ✓ 6.6% of schools would receive lower improvement ratings when the intervals are subdivided than they would using the current methodology.

Thus, approximately 100 schools would receive either a higher or a lower improvement rating if the score intervals were broken into fourths and higher weights were assigned to the intervals closer to the performance level defining the upper limit of the interval (since the intervals between some performance level cut scores are only 5 points, the intervals were divided into a maximum of four units for this simulation). Based on the simulation, more schools which would receive a different rating using the more precise methodology would receive a lower improvement rating than a higher one.

Recommendation 1: The panel recommended that the methodology be revised to divide the score ranges into four intervals and higher weights be assigned to calculate the improvement indices. Although this would not result in a large impact, it would address the concerns of

educators that the improvement rating methodology be made more precise. Some panel members raised the concern, however, that the calculation of the improvement index would become more complicated, and questioned whether the small increase in precision would be worth the effort needed to explain the new method and to teach people how to use it.

Issue 2: Which students are included in the ratings?

The panel's discussion of this issue was focused on the completeness of the match of longitudinal student data and on student transience from school to school. Since the accuracy and completeness of the match of students' pretest and posttest scores will affect the accuracy with which a school's improvement is measured, the panel felt that the percentage of student data matched is an important piece of information needed to interpret a school's improvement rating.

Recommendation 2a: Report the percentage of student data matched for the improvement rating calculation on the school report cards. (Note: this information is currently scheduled to be reported beginning with the 2003 report cards).

Recommendation 2b: Increase the completeness and accuracy of the matched pretest and posttest data. Establish consistent and unique statewide student ID numbers to improve the accuracy and completeness of the matches.

The current improvement rating methodology measures the growth a student makes by comparing the student's pretest performance level at the end of the previous school year with the student's posttest level at the end of the current school year. Students must have been attending the current school by the 45th day of instruction and must have been posttested in the same school for their data to be used in the improvement rating calculation. The student's pretest may have been administered in a different school or district than the posttest because the student moved from one location to another or because of the organizational pattern of schools in a district (e. g., the fifth grade pretests for sixth graders in a middle school will have been administered in the elementary schools feeding the middle school). It is believed that students who frequently move from school to school may not achieve as well as less transient students, and that high levels of student transience may affect the achievement of the school as a whole.

Recommendation 2c: Study the effects of transience on student achievement in South Carolina.

Issue 3: What information about the improvement ratings should be published to improve communication and understanding?

The panel identified the need to provide more information to school and district administrators to help them evaluate and understand their schools' achievement gains and to help them plan for future school years. The panel made two recommendations regarding this issue:

Recommendation 3a: Provide the absolute and improvement indices and interpretive information to schools and school districts.

Recommendation 3b: The State Department of Education should provide detailed reports on the matched student data used for the improvement rating calculation to administrators for use in program planning and evaluation.

Issue 4: How can improvement be facilitated?

Recognizing that the one of the primary tasks all South Carolina educators face is to improve student achievement, the panel discussed this issue at some length. The panel reviewed two publications from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) regarding this issue. The Spring 2002 edition of The CRESST Line (<http://cresst96.cse.ucla.edu/CRESST/Newsletters/CLSpring02final.pdf>) proposed reasons why achievement growth targets may not be met when those growth targets are measured by accountability tests. A primary reason is that the curriculum and instruction offered by a school are not aligned with the achievement expectations listed in the academic standards and measured by the tests. The instruction offered by the school is thus inadequate to support achievement growth. This may happen because the instructional personnel at the school choose not to teach the academic standards required, or it may happen because the instructional personnel are attempting to teach to the standards but do not have adequate information and feedback to help them identify the instructional targets more accurately.

The panel also reviewed the Standards for Educational Accountability Systems (<http://cresst96.cse.ucla.edu/CRESST/Newsletters/polbrf54.pdf>) for their application to this issue. The panel identified Standard 10 as particularly relevant:

"If tests are to help improve system performance, there should be information provided to document that test results are modifiable by quality instruction and student effort. Comment: Tests need to be sensitive to differences in instructional quality and student effort in order to be useful as tools in improving system performance. Sensitivity to instruction and to student effort is also a prerequisite for fairness if educators and students are to be held accountable for results." (CRESST Policy Brief 5, Winter 2002, page 3).

The panel members were quite concerned that adequate information to improve student performance is not currently being provided to educators and identified several ways in which increased information regarding student performance on PACT can be provided. The suggestions included:

- ✓ release items or test forms from previous administrations of the PACT tests;
- ✓ provide more information on the design of the PACT tests, such as test and item specifications;
- ✓ provide information directly linking student performance to the performance expectations in the state academic standards, such as the NAEP performance level descriptors or Lexile scores, so that more specific areas of strength and weakness can be identified than with the current PACT score reporting system.

The panel viewed this issue as of primary importance, and felt that improving the reporting of PACT results should have higher priority than such efforts as developing a vertical score scale to refine the calculation of the improvement ratings.

The failure to show improvement may also be related to characteristics of the assessments used to measure growth. The school may be teaching the academic standards and the students may be learning them, but the tests may not be measuring the standards being taught (the tests are not aligned to the standards). Or the tests may be measuring other factors such as background characteristics rather than the academic expectations specified for the grade level being tested. The panel identified these factors as potential problems with the validity of the tests which should be investigated.

Recommendation 4a: The State Department of Education should provide more information to educators to help them evaluate and target their instruction and curriculum so that students receive the maximum benefit from instruction and are able to increase their achievement levels to the levels needed if South Carolina is to improve its educational system. This effort to improve the information provided by the assessment system should be given top priority.

Recommendation 4b: The validity of the PACT tests for measuring growth and achievement levels should be studied and recommendations made for improvement where needed.

Finally, the panel reviewed the reporting and accountability requirements for No Child Left Behind and their potential impact on South Carolina's accountability system. The consensus of the group was that efforts should be made to comply with federal requirements in a way that is most supportive of South Carolina's current efforts to improve its educational system.

AGENDA

Improvement Rating Advisory Group

November 25, 2002

Blatt 201

10:00 - 3:00

**I. Welcome, Introductions
Anderson**

Jo Anne

II. Overview of Improvement Rating

David Potter

III. Discussion of Issues

Group

Lunch

IV. Continued Discussion and Recommendations

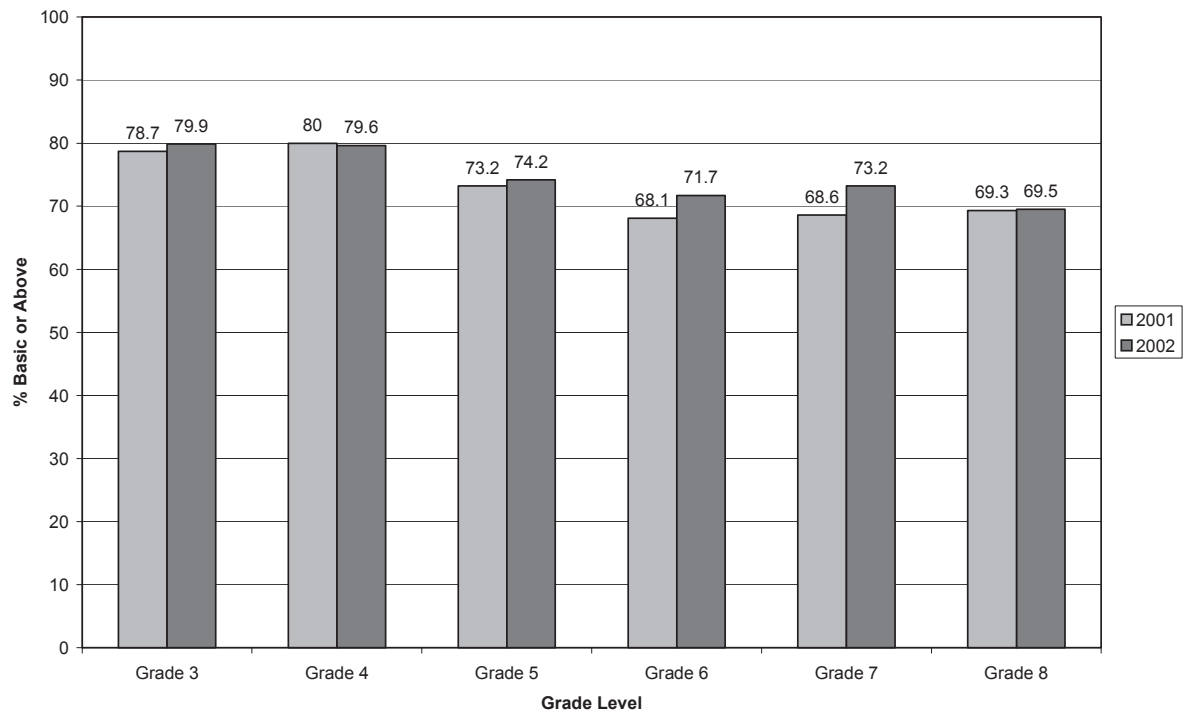
Group

V. Adjourn

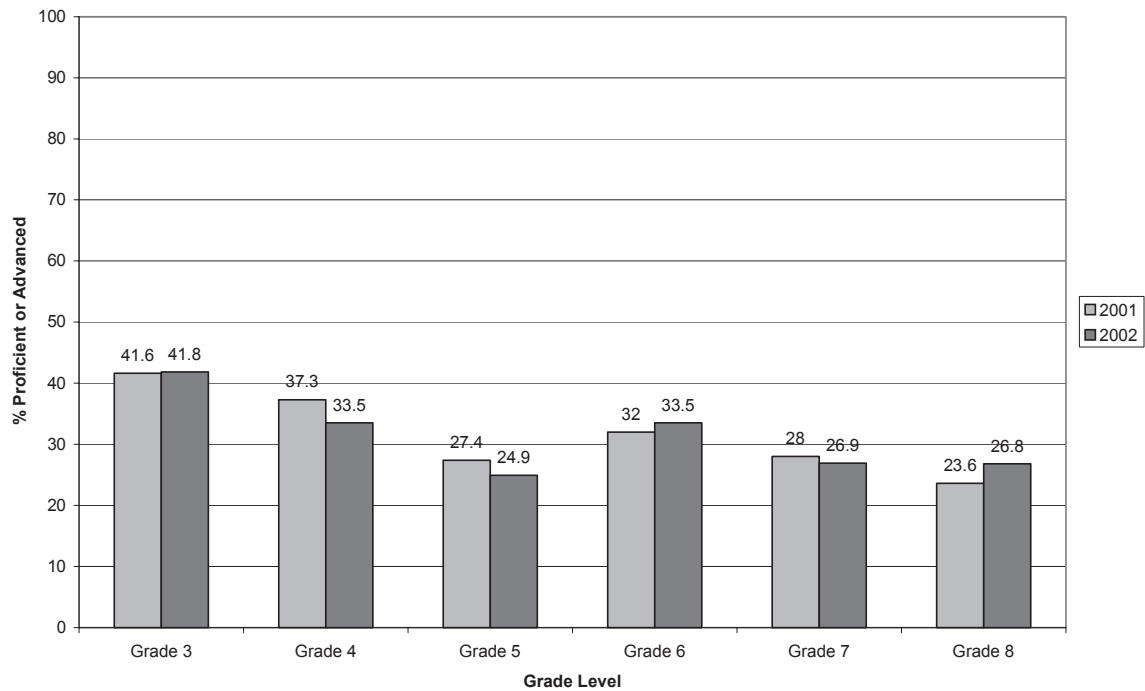
B-2: Review of Improvement Rating Methodology Appendix B

PACT Achievement, 2000-2001 and 2001-2002

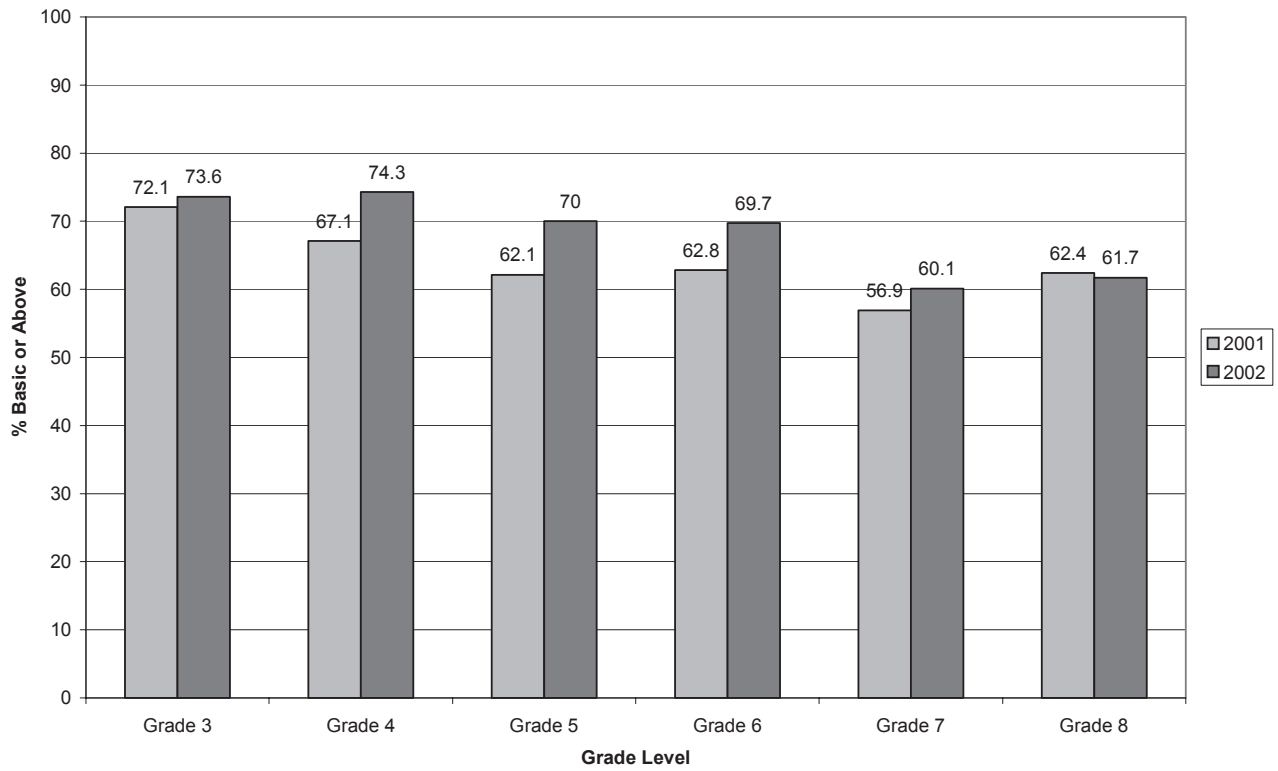
2001 and 2002 ELA % Basic or Above



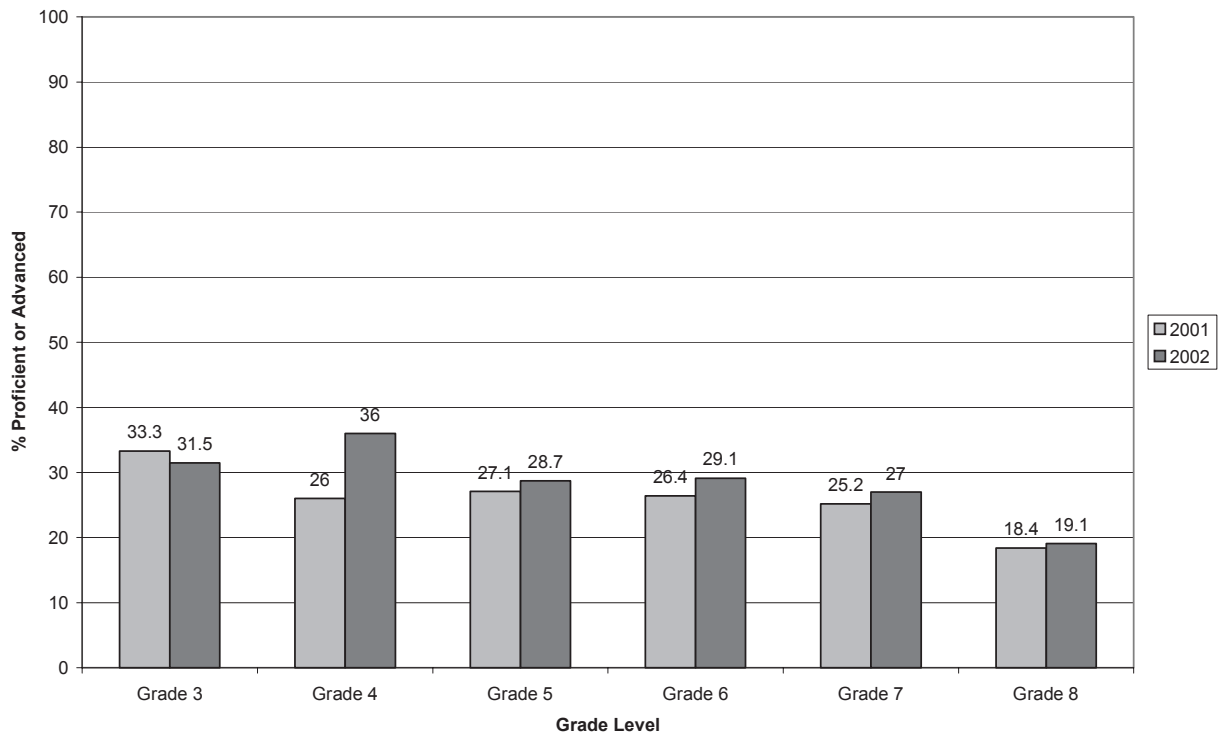
2001 and 2002 ELA % Proficient or Advanced



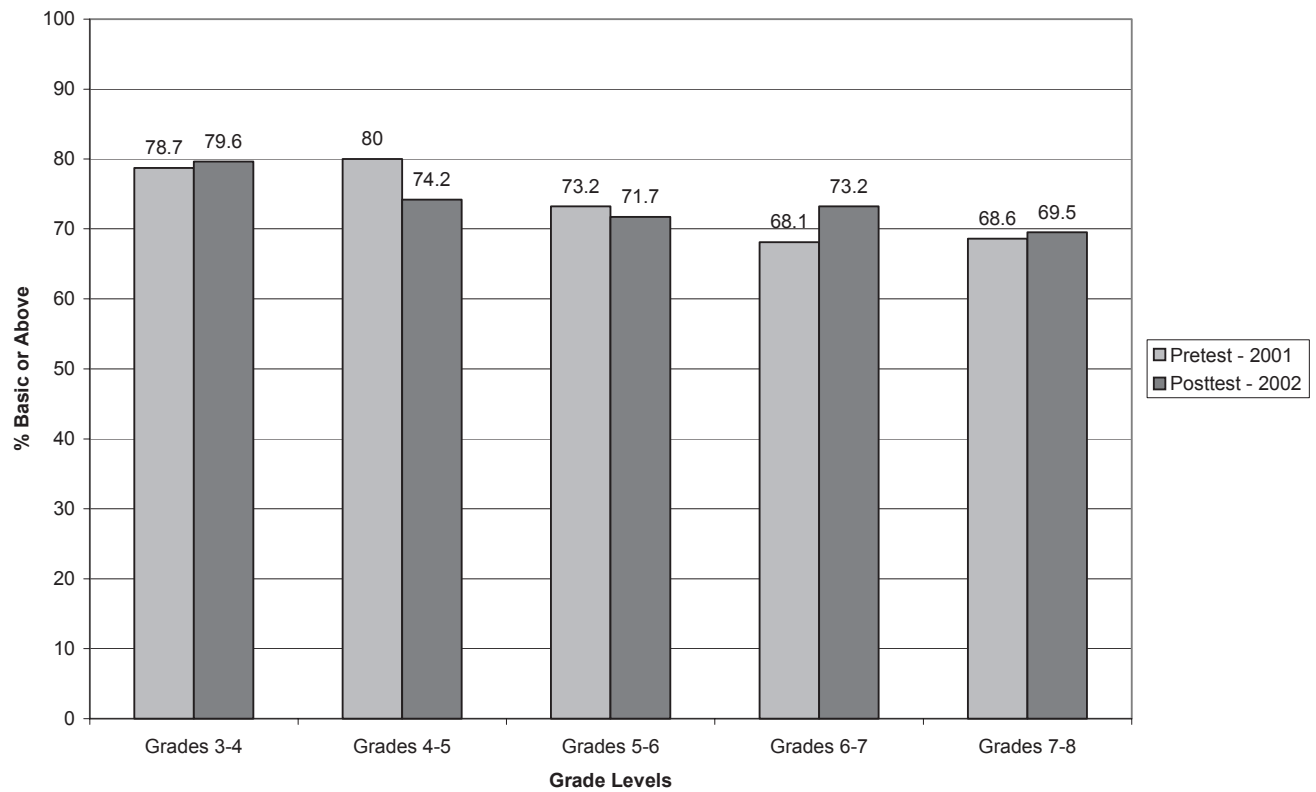
2001 and 2002 MATH % Basic or Above



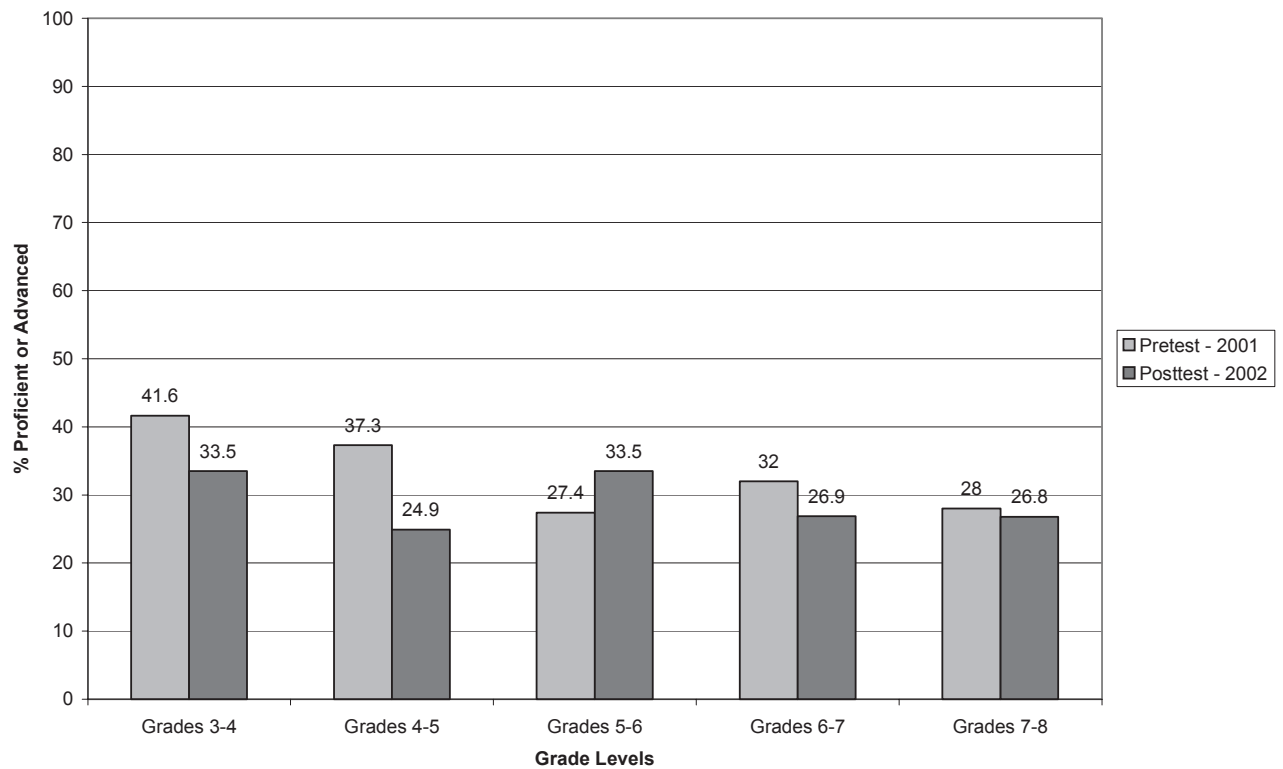
2001 and 2002 MATH % Proficient or Advanced



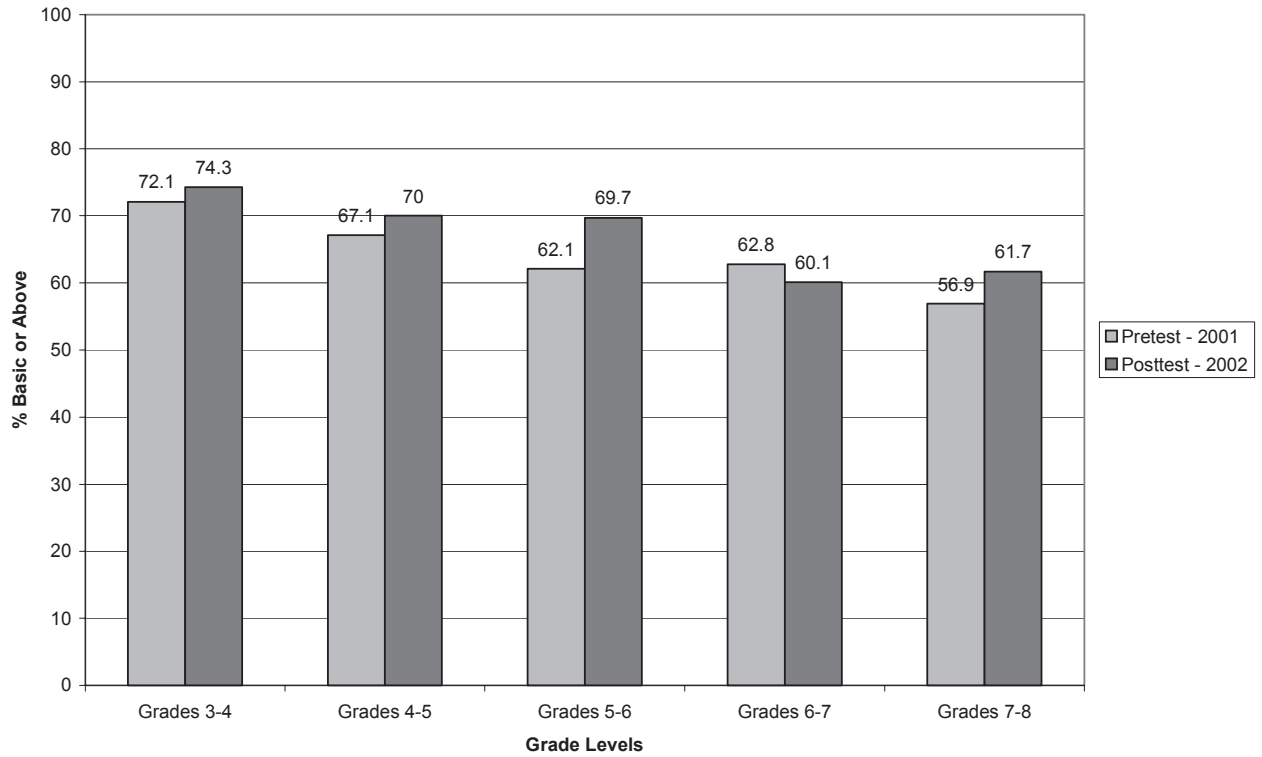
Pretest and Posttest Performance - ELA % Basic or Above



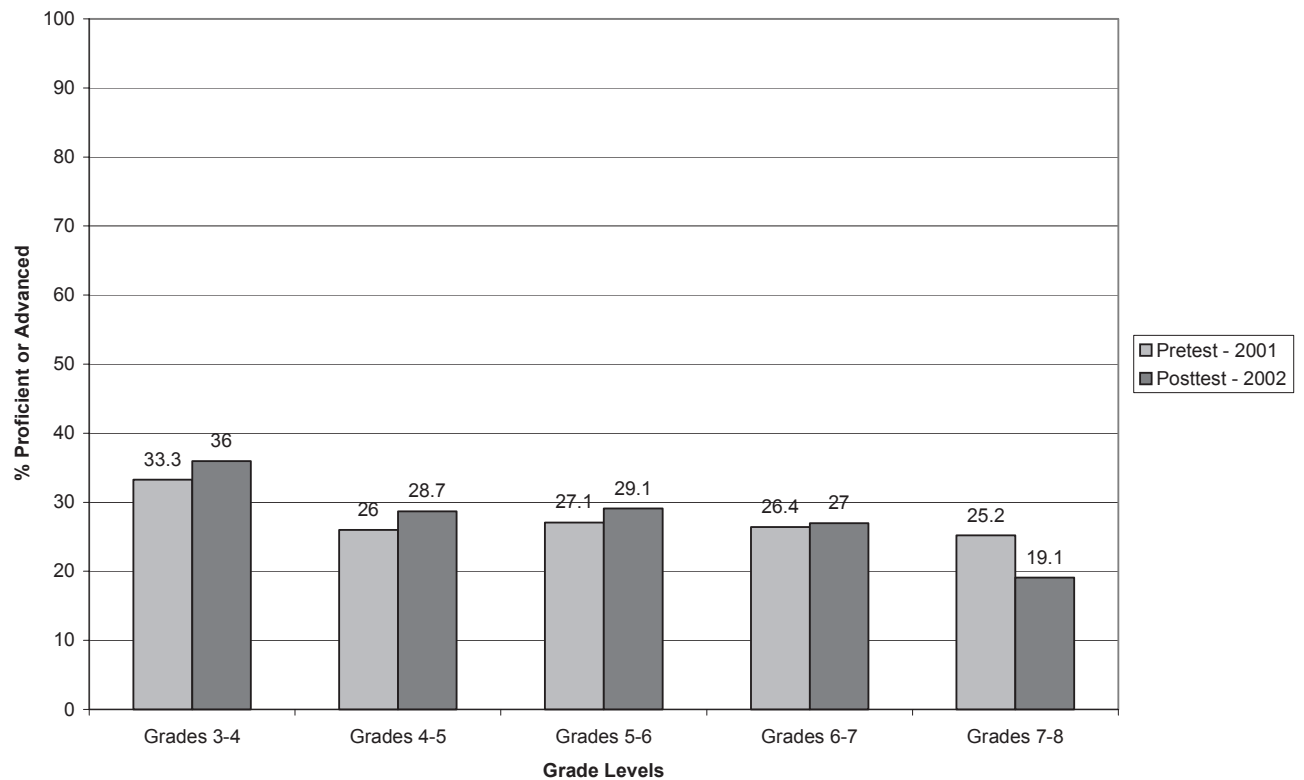
Pretest and Posttest Performance - ELA % Proficient or Advanced



Pretest and Posttest Performance - Math % Basic or Above



Pretest and Posttest Performance - Math % Proficient or Advanced



B-2: Review of Improvement Rating Methodology Appendix C

Simulations of Alternate Methods for Computing School Improvement Indices

Alternate Method A: Assign a higher weight to scores in the *upper half* of the scale score intervals between PACT performance levels and compute the improvement indices.

Explanation:

A student receives a third grade ELA score of 291 (pretest) and a fourth grade ELA score of 394 (posttest). This student's performance level for both pretest and posttest is Below Basic 2 (see Table 1). Using the current improvement index formula, the student's scores would generate a weight of 2 for the third grade and a weight of 2 for the fourth grade. The difference between the score weights (posttest - pretest) is 0.

Table 1: PACT Cut Scores - English / Language Arts

Grade	Minimum Score	Below Basic 2	Basic	Proficient	Advanced	Maximum Score
1	36	80	91	107	n/a	164
2	136	183	194	207	n/a	264
3	253	290	296	310	331	352
4	345	389	395	410	430	445
5	445	488	495	511	531	548
6	541	590	596	612	629	652
7	639	691	696	712	729	751
8	742	792	797	813	827	848

Using a method in which scores in the upper half of the score intervals between performance levels generate weights increased by 0.5, this student's pretest weight would continue to be 2.0, but his posttest weight would be 2.5. The difference would be 0.5 ($2.5 - 2.0 = 0.5$).

In a simulation using this method, increased weights were assigned to all scores in the upper half of the score intervals between performance levels for both ELA and Math and the differences were computed for students having matched pretest and posttest data.

The improvement indices were simulated using matched 2000 and 2001 PACT data. The indices were computed for each school using both the current and the half-interval increased weight methods. Improvement ratings were assigned to the schools based on the indices using the cut-offs adopted by the EOC (e. g., 0.4 or higher = Excellent; 0.3 = Good; 0.1 or 0.2 = Average; 0.0 = Below Average; and less than 0.0 = Unsatisfactory). For the simulation, adjustments to the improvement ratings reflecting two consecutive years of Excellent Absolute ratings or exemplary gains by Historically Underachieving Groups were not made.

Table 2: Simulation results based on half-interval weights:

Number (%) of Schools With <u>Same</u> Ratings From Both Systems	757 (89.5%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Half-Interval) System	44 (5.2%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Half-Interval) System	45 (5.3%)
Total	846 (100%)

Alternate Method B: Assign progressively higher weight values to scores in the *thirds* of the scale score intervals between PACT performance levels and compute the improvement indices.

Explanation:

Based on the information in Table 1, for example, sixth grade student ELA scores of 590 and 591 would be assigned a weight of 2.0; 592 and 593 would result in a weight of 2.33; and 594 and 595 would receive a weight of 2.67 (a score of 596 would have a weight of 3.0). The weights are assigned in this manner to both pretest and posttest ELA and math scores.

Table 3: Simulation results based on third-interval weights:

Number (%) of Schools With <u>Same</u> Ratings From Both Systems	751 (88.8%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Third-Interval) System	29 (3.4%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Third-Interval) System	66 (7.8%)
Total	846 (100%)

Alternate Method C: Assign progressively higher weight values to scores in the *fourths* of the scale score intervals between PACT performance levels and compute the improvement indices.

Explanation:

Based on the information in Table 1, for example, sixth grade student ELA scores of 596 through 599 would be assigned a weight of 3.0; 600 through 603 would result in a weight of 3.25; 604 through 607 would receive a weight of 3.5; and 608 through 611 would receive a weight of 3.75 (a score of 612 would have a weight of 4.0). The weights are assigned in this manner to both pretest and posttest ELA and math scores.

Table 4: Simulation results based on fourth-interval weights:

Number (%) of Schools With <u>Same</u> Ratings From Both Systems	744 (87.9%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Fourth-Interval) System	46 (5.4%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Fourth-Interval) System	56 (6.6%)
Total	846 (100%)

Appendix B-3
Recommendations From Meetings of High School Ratings Advisory
Committee
December 19, 2002 and Conference Call January 14, 2003
Revised By Academic Standards and Assessments Subcommittee on February 11,
2003

Members in Attendance December 19, 2002:

Mr. Allie Brooks, Jr.
Principal, Wilson High School

Mr. Joe Clarke
Principal, Spartanburg High School

Mr. Ed Curlee*
Executive Director, Secondary Education, Horry County
Schools

Dr. Lee D'Andrea
Assistant Superintendent, Instructional Services,
Anderson School District Five

Mr. W. Rutledge Dingle*
Principal, Sumter High School

Dr. Rallie Liston
Principal, Woodruff High School

Mr. Buddy Phillips
Superintendent, Hampton School District One

Mr. Robb Streeter*
Principal, Newberry High School

Mr. William Jay Ward*
Principal, Ridge Spring-Monetta High School

Dr. Steve Wilson*
Principal, Keenan High School

Dr. Jo Anne Anderson, Mr. David Potter
Staff, Education Oversight Committee

* Also participated in follow-up January 14, 2003
meeting.

The committee reviewed the current method for calculating high school ratings; the 2002 report card results; graduation rate requirements in No Child Left Behind; simulations of graduation rate data from 2001-2002 data collection; and models for including graduation rate in the ratings formula.

The committee made the following recommendations:

1. Study the impact on ratings of the increase in SAT and ACT score criteria for LIFE scholarships.
2. Include summer school graduates when calculating graduation rate for the school ratings and for Adequate Yearly Progress. Consult with the State Department of Education to establish an acceptable time frame and methodology for including data from summer school graduates in the graduation rate.
3. Clarify what a "regular" high school diploma is for reporting graduation rates.
4. If all students are expected to graduate within four years, then additional resources are needed for summer school, block scheduling, Saturday school, or other methods to provide additional learning time to students.
5. Identify students with disabilities and students who do not speak English who will need five years to graduate and modify the calculation of graduation rate to include those students.
6. Investigate the factors underlying South Carolina's low graduation rate to identify needed changes in policy.
7. Do not include the end of course tests in the calculation of the high school ratings until the tests for four of the courses are in place.
8. Include graduation rates in the formula for calculating high school absolute ratings. The committee revised this recommendation on January 14, 2003, specifying the weights for

each measure in the formula; the committee's recommendations were further revised by the Academic Standards and Assessment Subcommittee on February 11, 2003:

- ✓ longitudinal Exit Exam 30%;
- ✓ 10th grade Exit Exam 20%;
- ✓ LIFE Scholarship eligibility 20%;
- ✓ graduation rate 30%.

**B-3: Recommendation for Revision of High School Report Card Ratings
To Include Graduation Rate**

Ratings Criteria

- 5) Longitudinal Exit Examination Performance: This factor gauges the percentage of tenth grade students who pass the exit exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation; however students dropping out are included;
- 6) Tenth Grade First attempt Exit Examination Performance: The percentage of 10th grade students in the current school year who meet the standards on all three Exit Examination subtests (Reading, Writing, Mathematics);
- 7) Eligibility for LIFE Scholarships: The percentage of students in the spring graduating class who qualify for LIFE Scholarships (i.e., meeting both the grade point average and SAT/ACT criteria established by the State). To maintain continuity with the 2001 ratings, the same criteria for LIFE scholarship eligibility will be used for the 2002 report card (e. g., SAT of 1050 or higher or ACT of 22 or higher, and B average). Beginning with the 2002-2003 school year, this criterion will consist of the percentage of students in the spring graduating class who qualify for LIFE scholarships under the criteria for the 2002-2003 school year (e. g., SAT of 1100 or higher or ACT of 24 or higher, and B average; does not include class rank criterion);
- 8) Graduation Rate: Calculation of the graduation rate is defined in the EOC Accountability Manual. This definition may need to be revised to meet Federal requirements in No Child Left Behind. Based on current available information, three options for calculating the graduation rate will need to be considered.

OPTION 1: Current EOC Definition of Graduation Rate

The definition published in the 2002-2003 EOC Accountability Manual is listed below:

Graduation Rate

DEFINITION:

General

This indicator reports the percentage of original ninth grade students who earn standard high school diplomas who graduate in four years or less (i.e., on time), excluding students with disabilities on a certificate plan.

NOTE: This indicator may be revised to conform with federal requirements in No Child Left Behind legislation following publication of federal regulations which are expected to be published in August, 2002. Principals and superintendents will be notified of any changes as soon as possible.

Formula

School/District

1. Student Count
9th Grade Student Count for school year beginning 4 years before year of graduation. (Count is taken from 9th grade Master Classification List.)
Subtract 9th grade repeaters - _____
Subtract all IEP non-diploma track students - _____
Subtract all students who transferred out of school/district - _____
Add all students who transferred into school/district + _____
Total Number of Students = _____
2. Diplomas, and or GED Issued
Number of students receiving diplomas _____
Number of students receiving GED + _____
Total Number of Diplomas, and/or GED Issued = _____
3. Graduation Rate
Divide (Step Two by Step One) _____

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School Districts

Timeframe

190 day - Available 2003

Addendum: After Summer School

OPTION 2: EOC Definition Revised to Exclude GEDs

NCLB may not recognize the GED as a high school diploma for the purpose of determining the high school graduation rate. The EOC formula would thus be revised to include only the number of diplomas earned in the numerator for calculating the graduation rate.

OPTION 3: EOC Definition Revised to Exclude GEDs and to Include the Number of Students With Disabilities Who Are Not On a Diploma Track

NCLB may also require that the number of students with disabilities be included in the determination of the graduation rate. The EOC definition would further be revised to include the number of students with IEPs who are on a non-diploma track in the denominator for calculating the graduation rate.

NOTE (May2003): Option 3 is the methodology approved by the US Department of Education.

Calculation of Absolute Rating

Ratings are calculated using a mathematical formula that results in an index. The following point distribution is applied to each of the criteria for the calculation of the absolute index (the percentage weighting for each criterion is applied to the calculation of the index):

Criterion (Weighting Factor)	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100 %	97.5-99.9 %	90.7-97.4 %	87.3-90.6 %	Below 87.3 %
10 th Grade First Attempt Exit Exam Passage Rate (20%)	81.3 % or more	70.8-81.2 %	49.8-70.7 %	39.3-49.7 %	Below 39.3%
Eligibility for LIFE Scholarships (20%)	38.6 % or more	28.7-38.5 %	8.9-28.6 %	4.0-8.8 %	Below 4.0 %
Graduation Rate (30%)					
Option 1: Definition in 2002 Accountability Manual	92.2% or more	83.5-92.1%	66.0-83.4%	57.3-65.9%	Below 57.3%
Option 2: Accountability Manual definition; GEDs not counted in numerator	91.4% or more	82.7-91.3%	65.1-82.6%	56.4-65.0%	Below 56.4%
Option 3: GED not counted in numerator, students with IEPs included in denominator	88.3% or more	79.6-88.2%	62.2-79.5%	53.5-62.1%	Below 53.5%

The index is calculated using the following formula:

Step 1 – Match the school's data/performance to the points assigned to each rating criterion in the table above.

Step 2 - Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion.

The resulting index determines the school's Absolute Rating as follows:

Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2002	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above	3.2-3.5	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above	3.3-3.6	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above	3.4-3.7	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above	3.5-3.8	3.1-3.4	2.7-3.0	Below 2.7
2009-2010	4.0 and above	3.6-3.9	3.2-3.5	2.8-3.1	Below 2.8

B-3: Simulations of High School Graduation Rate Revision of High School Ratings Criteria

Data for simulating the high school graduation rate were collected by the South Carolina Department of Education in Summer 2002. Schools were asked to provide information required for calculation of the graduation rate as defined in the Accountability Manual: ninth grade student count in 1998-99 school year adjusted for ninth grade repeaters and the numbers of students who transferred out of or transferred into the school; number of students having IEPs who are on a non-diploma track; number of students receiving diplomas in Spring 2002 and Fall 2001; number of students receiving GEDs. The graduation rates for high schools were then calculated from these data. Three high schools reported data indicating that more than 100% of their ninth grade students graduated; data from these schools were deleted from the simulations. This was the first year such data were collected. Subsequent data collections should be more complete and accurate, especially when unique student IDs can be assigned and the data warehouse is completed.

The high school graduation rates were calculated based on three optional methods. Option 1 used the method outlined in the EOC Accountability Manual. Option 2 used the same method, with the revision that students receiving GEDs were no longer counted as high school graduates. Option 3 used the same method as Option 2, with the additional revision that students with disabilities who were not on a diploma track were included in the calculation as potential graduates. The graduation rate simulations were then included with the other measures (longitudinal Exit Exam performance; 10th grade first attempt Exit Exam performance; and percent eligible for LIFE scholarship criteria) to simulate the ratings. The descriptive statistics for these data are reported in Tables 1 and 2.

The graduation rates from each optional calculation method were then combined with the other measures using the weights recommended by the Academic Standards and Assessments Subcommittee to simulate the school ratings for 2002 if graduation rate had been included in the calculation. These simulations are reported in Table 3.

Table 1
Descriptive Statistics for 2001-2002 High School Ratings Variables

Variable	Mean	Median	Number Observations	Standard Deviation	Minimum	Maximum
Option 1 Grad. Rate (EOC Model)	74.7	76.3	190	11.65	34.6	98.8
Option 2 Grad. Rate (Minus GEDs)	73.9	75.2	190	11.62	34.6	98.8
Option 3 Grad. Rate (Minus GEDs, Plus Non-Diploma Track)	70.8	71.9	190	11.56	30.0	98.8
% Longitudinal Exit	92.2	93.6	188	5.945	65.3	100.0
% 10 th Grade 1st Attempt Exit	64.5	66.0	191	13.54	23.1	98.4
% LIFE Scholarship (SAT/ACT + B Avg.)	18.4	15.6	191	13.51	0	90.4
Absolute Index	3.0	3.0	186	0.80	1.0	5.0

Table 2
Correlations Among High School Ratings Variables for 2001-2002 School Year

Variable	Option 1 Grad. Rate (EOC Model)	Option 2 Grad. Rate (Minus GEDs)	Option 3 Grad. Rate (Minus GEDs, Plus Non-Diploma Track)	% Long. Exit	% 10 th Exit	% LIFE Schol.	Absolute Index
Option 1 Grad. Rate (EOC Model)	1.0	.99	.96	.42	.53	.47	.52
Option 2 Grad. Rate (Minus GEDs)	-	1.0	.97	.39	.52	.46	.50
Option 3 Grad. Rate (Minus GEDs, Plus Non- Diploma Track)	-	-	1.0	.46	.55	.51	.56
% Longitudinal Exit	-	-	-	1.0	.57	.52	.74
% 10 th Grade 1 st Attempt Exit	-	-	-	-	1.0	.76	.88
% LIFE Scholarship (SAT/ACT + B Avg.)	-	-	-	-	-	1.0	.87

Table 3
Comparisons of Simulated High School Absolute Ratings and 2002 Ratings

Rating	Option 1 Grad. Rate (EOC Model) No. (%) *	Option 2 Grad. Rate (Minus GEDs) No. (%) *	Option 3 Grad. Rate (Minus GEDs, Plus Non-Diploma Track) No. (%) *	2002 Report Card Results No. (%) *
Excellent	50 (27.2%)	50 (27.2%)	48 (26.1%)	47 (25.5%)
Good	63 (34.2%)	63 (34.2%)	62 (33.7%)	70 (38.0%)
Average	37 (20.1%)	36 (19.6%)	39 (21.2%)	24 (13.0%)
Below Average	13 (7.1%)	14 (7.6%)	13 (7.1%)	17 (9.2%)
Unsatisfactory	21 (11.4%)	21 (11.4%)	22 (12.0%)	26 (14.1%)

* Total may differ from 100% due to rounding.

Appendix B-4

Recommendations Regarding Changes to the 2003-2004 Accountability Manual Spring 2003

The following recommendations for revision of the Accountability Manual reflect State statute, communications from educators and others regarding improvements and explanations which are needed, and changes needed to more closely align state accountability with No Child Left Behind.

Recommendation 1: Revision of Criteria for Awarding School and District Absolute Ratings
(beginning with 2003-2004 Report Card).

Based on the accountability provisions of No Child Left Behind, all students in South Carolina should be performing at the Proficient level or higher by 2014. The South Carolina Education Accountability Act (EAA) specifies school and district Absolute Ratings based on the performance levels (Below Basic, Basic, Proficient, and Advanced) of all students on the state assessments. Incentives are provided in the assignment of Improvement Ratings based on exemplary improvement of students belonging to historically underachieving demographic groups. The determinations of Adequate Yearly Progress (AYP) under No Child Left Behind are based separately on the performance (Proficient or higher levels only) of all students and on the performance of specific demographic groups in each subject area measured. In addition, AYP determinations are made based on other measures, including percentage of students tested, student attendance, and high school graduation.

Under the provisions of the EAA, schools and districts receive a single absolute rating each year which is based on the academic performance of all students. Under the provisions of No Child Left Behind, schools and districts will receive a number of determinations of AYP, depending on the number of demographic groups, the number of subjects tested (English Language Arts and math, with the addition of science in 2007), the percentages tested in each subject area, student attendance data, and graduation rate.

Since the focus in the EAA Absolute Ratings is on the performance of *all* students, it is recommended that the criteria for awarding "Excellent" or "Good" Absolute Ratings be revised to reflect the school's or district's Adequate Yearly Progress for *all* students, as well (e. g., Absolute Ratings would not be revised if a school fails to meet Adequate Yearly Progress for subgroups alone). Schools and districts earning an "Excellent" Absolute Rating on the basis of the absolute index, but which fail to meet Adequate Yearly Progress for all students in a subject area(s) and/or for insufficient percentages of students tested in a subject area(s), would be awarded a "Good" rating. Similarly, schools earning a "Good" Absolute Rating on the basis of the absolute index, but which fail to meet AYP for all students in a subject area(s) and/or for percent tested, would be awarded an "Average" Absolute Rating. It is recommended that the tables in the Accountability Manual listing the criteria for Absolute Ratings be revised as indicated below. Based on preliminary simulations of the data by the South Carolina Department of Education, approximately 4.1% of schools initially rated "Excellent" would have their rating revised to "Good" based on these criteria, and 4.6% of schools initially rated "Good" would receive ratings of "Average."

Grades 3-8
Determination of Absolute Ratings
Based on Absolute Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested.

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students, will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index, but which fail to meet AYP for all students, will be awarded an "Average" rating.

High Schools
Determination of Absolute Ratings
Based on Absolute Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested.

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students, will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index, but which fail to meet AYP for all students, will be awarded an "Average" rating.

**Schools Only Enrolling Students in Grades Two or Below
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested, as appropriate.

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students, will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index, but which fail to meet AYP for all students, will be awarded an "Average" rating.

**Career and Technology Centers
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested.

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students, will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index, but which fail to meet AYP for all students, will be awarded an "Average" rating.

**School Districts
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* District must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested.

Districts earning an "Excellent" Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students, will be awarded a "Good" rating. Districts earning a "Good" rating on the basis of the absolute index, but which fail to meet AYP for all students, will be awarded an "Average" rating.

Special Schools earning Absolute Ratings of "Excellent" or "Good" based on their absolute indices will also have their ratings lowered to "Good" or "Average," respectively, if they fail to make Adequate Yearly Progress for all students in each subject area, including percent tested, as appropriate.

Recommendation 2: Percentage of New School Board Trustees Completing Board Orientation Training (beginning with 2002-2003 Report Card)

Section 59-18-900 of the 1976 Code was amended in 2002 as follows:

"(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district report card."

Further, the State Department of Education is directed to keep records of the school board trustees who complete the orientation program.

It is recommended that the percentage of new trustees completing the board orientation program be reported on the school district report card in the section which reports on school district governance.

Recommendation 3: Revision of Ratings Criteria for Governor's School for the Arts and Humanities (beginning with 2002-2003 Report Card)

At the request of the Governor's School for the Arts and Humanities, the following revisions (shaded print) to the school's rating criteria are recommended:

SC Governor's School for the Arts and Humanities

Absolute Performance Rating

Points awarded for Standards 1 and 2 will be weighted at 20% each; and points awarded for Standards 3,4,5,6 & 7 will be weighted at 12% each. Calculate the Achievement Index by summing the weighted points for each criterion listed above and rounding to the nearest tenth of a point. The total score for achievement shall earn an overall rating for Absolute Performance as provided in the following table.

Absolute Performance and Achievement

Performance Level Rating	Achievement Index 2002 and 2003
Excellent	3.5 or above
Good	3.0-3.4
Average	2.5-2.9
Below Average	2.0-2.4
Unsatisfactory	Below 2.0

NOTE: DELETE TEXT USED IN PREVIOUS MANUAL FOR IMPROVEMENT RATING AND REPLACE WITH THE FOLLOWING TEXT.

Improvement Performance Rating

The overall improvement performance rating beginning in 2002 and for 2003 will be determined using the improvement performance index that has been adopted by the State for all high schools statewide and related provisions. High School improved performance is calculated by subtracting the school's Absolute Rating in the prior year from the current year's Absolute Rating. The difference determines the Improvement Rating as shown in the table below.

High School Improvement Performance Rating Criteria
Index Values for 2001, 2002 and 2003
(Values to be reexamined after initial experiences)

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a high school:

Absolute Rating Index for School Year for which report card is based: 2.4
Absolute Rating Index for the Prior School Year: - 2.2
Difference = 0.2
Improvement Rating: Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Recommendation 4: Report Southern Association of Colleges and Schools (SACS) Accreditation on School and District Report Cards (beginning with 2002-2003 Report Card)

It is recommended that the following information be printed on the school report cards to report the school's SACS accreditation:

"Accredited by the Southern Association of Colleges and Schools" Yes/No

It is further recommended that school district report cards report:

"___% Schools Accredited by Southern Association of Colleges and Schools."

Recommendation 5: Recognition in Improvement Ratings of Special Schools for Sustained High Absolute Achievement (beginning with 2002-2003 Report Card)

It is recommended that the following text be added to the sections on Improvement Ratings for Special Schools to recognize schools exhibiting sustained high achievement levels (e. g., "Excellent" Absolute Ratings for two or more consecutive years):

"Absolute Ratings of Excellent in Two Consecutive Years

If a school receives an 'Excellent' Absolute Rating for two consecutive years, the school will receive an Improvement Rating of 'Good.' If the school's improvement index for all students is a positive number (e. g., greater than zero), the school's Improvement Rating will be elevated to 'Excellent.' Schools earning an Absolute Index of 4.8 or higher for two consecutive years will be awarded an 'Excellent' Improvement Rating."

Recommendation 6: Clarification of Source of Information for "Dollars per student" and "Percentage spent on teacher salaries" (beginning with 2002-2003 Report Card)

It is recommended that, to clarify the source of information used to calculate these figures reported on the school and district report cards, the following footnote be added:

"Prior Year's Audited Financial Data."

Recommendation 7: Tables of Disaggregated Test Data and Other Information Required by No Child Left Behind (beginning with 2002-2003 Report Card)

It is recommended that additional information on disaggregated test performance and additional information required by No Child Left Behind be included on the 2003 report cards. The additional information includes data on the performance in each subject area by student gender, ethnicity, disability status, socioeconomic status, English proficiency, and migrant status as well as overall student performance by grade level to be reported on the school and district report cards. The graduation rates for each of the six demographic groups above are also to be reported on the high school and district report cards. Information also required includes percentage of highly qualified teachers in the school or district and the percentages of high quality teachers in low poverty and high poverty schools, reported in the School Profile. The school's or district's attainment of Adequate Yearly Progress is also to be included on the report card. Mock-ups containing the new information are enclosed with this report.

Recommendation 8: Addition of Character Education Measure to School Report Cards (beginning with 2003-2004 Report Card)

It is recommended that a measure of character education, as described in the attached report from Dr. Jo Anne Anderson, be reported on school report cards beginning with the 2003-2004 school year.

**B-4: Report on the Pilot Study
Of
A Report Card Indicator on Character Development Programs**

Introduction

South Carolina publishes an annual school and district report card to "report on the performance for individual elementary, middle, high schools and school districts of the State" (Section 59-18-900). The report card includes an absolute rating of the school or district's performance measured against a target and an improvement rating indicating the degree to which the longitudinal performance of individual students has been improved. The report card also includes "a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. . .this information should also provide a context for the performance of the school. . .The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers and students" (Section 59-18-900(D)).

The 2001 publication of the first report cards garnered attention about the components of successful schools among educators, parents and the public. The indicator information included in the School/District Profile deepened understanding of the context for school results. As the potential for the School Profile was recognized, interest groups asked for the inclusion of particular program information.

In spring 2002, the SC Chamber of Commerce requested that an indicator on character education be included in subsequent annual school report cards. The SC Chamber of Commerce *Skills That Work* 2000 survey of over 400 employers indicated that of the top fifteen skills in demand, integrity and honesty were tied for first place in both 2000 and 1998. The traits of integrity and honesty are nurtured in schools. The request for a report card indicator was referred to the Education Oversight Committee (EOC) for consideration. The EOC is responsible for the contents of the annual school and district report card and specifies a procedure for development and consideration of new indicators. That procedure includes working with relevant groups to develop potential indicators, conducting a pilot study and then offering recommendations to the EOC.

Definition of A Character Development Program Measure

Staff from the State Department of Education provided the EOC staff with materials relevant to character education: the SC Family Respect Act; descriptive information on state support activities including professional development programs; descriptive information on programs operating in SC schools; and assessments and program literature from national organizations. These materials were reviewed. Staff from the agencies agreed that the SC Character Education Partnership Team (hereafter, the Team) should be the entity to make final recommendations to the EOC on the pilot study and the indicator.

In 1998, 2000 and 2002, Ms. Cathy Blume and Dr. Kathy Paget had administered a survey to all school administrators (n>1000) to (1) determine the nature and extent of character education programming in South Carolina; and (2) gather data reflecting school administrators' awareness of character education programming, impressions of the effects of character education programs and assessments of the trustworthiness of their students. These surveys were administered as components of an evaluation study completed for the State Department of Education and the Team. Response rates ranged between 37 and 40 percent across the three administrations. In 1998, 79 percent of respondents reported implementation of character education initiatives and by 2000 and 2002 the incidence of reported implementation rose to 91 percent. School administrators were positive about the impact of the program. Approximately three-quarters of

the respondents reported improvements in academic performance following implementation of character education initiatives (Blume and Paget, 2002).

EOC staff met with the Team to discuss several types of indicators including programmatic, behavioral and resource. After much discussion the Team recommended creation of a rubric by which local educators could evaluate their programs. The rubric incorporated five dimensions: (a) school-wide integration; (b) school-wide planning; (c) school-wide professional development; (d) assessment and evaluation; and (e) school-community partnerships. The Team designated Dr. Kathy Paget, Ms. Cathy Blume, Mr. Frank McLaine, Mrs. Camille Nairn, Mr. Cleo Richardson and Dr. Martha Lovett to develop the final rubric. The rubric development group determined that the term *character development* was more descriptive than *character education* and should be used in future materials.

The rubric was developed and illustrated implementation ranging along a scale from zero to four points. Although developers included the point range, they cautioned that expected values could not be specified since baseline information had not been collected. A copy of the rubric is attached as Appendix A.

In December 2002 superintendents in the 85 SC school districts were notified that a survey would be mailed to a random sample of school principals in January 2003. Should the superintendent choose for his/her district not to participate, he/she was asked to contact the EOC prior to the mailing date.

Three districts chose not to participate.

A sample of 171 schools was drawn. Seventy-nine districts in all geographic areas of the state were represented in the sample. The sample included the representation of schools shown in Table 2:

Table 1
Representation of Schools in Sample

Level	Total N	Sample Size (%)
Primary	22	3 (13.6 %)
Elementary	606	92 (15 %)
Middle	274	40 (14.5 %)
High	189	33 (17.5 %)
Career Technology	46	3 (6.5 %)

Surveys were mailed to principals of these 171 schools in January 2003. Principals were informed of the purpose of the study, the use of the information to establish a baseline and the decision process before the EOC. For demographic data principals were asked to indicate the school level, enrollment, 2002 absolute and improvement ratings, and the amount of time required to complete the survey. Principals were asked to mark the written rubric indicating the level of implementation of character development programs in that school. A total of 118 responses (68 percent) were received; one was returned blank. The mean time that was required to complete the survey was 6.4 minutes with five minutes reported as the mode. The proportion of responses by school level is shown in Table 2.

Table 2
Representation of Schools in Responses

Level	Sample Size	Percent Responding (N)
Primary	3	100 % (3)
Elementary	92	72.8 % (67)
Middle	40	58.5 % (24)
High	33	60.6 % (20)
Career Technology	3	100 % (3)

Note: one survey was returned blank

Findings from the Pilot Study

- (1) Survey Responses: To what degree is character development included in the school program? The mean responses across all school levels are shown in Table 3.

Table 3
Mean Responses to Dimensions Across All Schools

Integration	2.8
Planning	2.1
Professional Development	1.5
Assessment & Evaluation	1.2
School-Community Partnerships	2.1
Total Program	1.9

Mean responses to each of the five dimensions by school level are shown in Table 4.

Table 4
Mean Responses to Each Dimension by School Level

School Level	Integration	Planning	Professional Development	Assessment and evaluation	School Community Partnerships	TOTAL
Primary	4.0	3	1.3	1.7	4	2.8
Elementary	2.9	2.2	1.4	1.2	2.1	2
Middle	2.2	1.6	1.5	1.0	1.7	1.6
High	3.1	2.3	2	1.3	2.3	2
Career Tech	3.7	1.7	1.7	0.7	2.7	2.3

The mean responses suggest that, across all school levels, principals are reporting relative strength in "school-wide integration." With the exception of primary schools, the mean responses suggest that schools have done relatively little in program assessments and evaluation.

Within the dimension of school-wide integration, primary school principals indicate the most agreement with the statement, "We embed lessons of character in classroom instruction in all subject areas and throughout school life." Middle school responses suggest a lower degree of integration and they cluster around the statement, "We embed lessons of character in classroom instruction in two subject areas."

The school-wide planning dimension is also strongest among primary schools, centering on the statement, "Character development is included in two or more objectives in our school strategic plan." Again, middle school responses reflect a lower level of implementation and fall midway between these two statements, "Character development is mentioned in our strategic plan" and "Character development is included in our school strategic plan as a specific objective."

The school-community partnership dimension yielded mean scores ranging from the lowest at the middle school to the highest at the primary schools. The responses fell between "We have a school-community partnership that discusses character development issues" to "We have a school-community partnership that implements both school- and community-based character development activities."

There is little variation in the professional development responses, with a slight rise at the high school level. The mean response falls between agreement with these statements, "1-25 percent of staff have participated in six hours of character-related professional development this year," and "26-50 percent of staff have participated in six hours of professional development this year."

Mean responses to the assessment and evaluation dimension were lowest among the five dimensions, falling most closely to the statement, "We have conducted character-related needs assessment." Quite a few responses (51) were at the zero level, "We have not conducted a character related assessment this year."

(2) Exploration of Relationships: Is there a relationship among implementation across the character development dimensions and school level, size or ratings?

To determine if there were statistically significant correlations among the dimensions and school characteristics Pearson correlations were computed. As Table 5 indicates, there were no significant relationships among the school characteristics, but there were across the dimensions. A factor analysis yielded only one factor containing all five dimensions. This further indicated that the five dimensions differ only in concept, but not empirically within the rubric. Schools with high answers on one dimension tend to have higher scores on others.

Table 5
Correlations Among School Characteristics and Program Dimensions
(Significant Correlations Displayed in **Bold Type**)

	Level	ADM	ABS	IMP	Integr ation	Planni ng	Prof Dev	A & E	S-C Partne rships
Level	1.000	.350	-.037	.173	-.054	-.148	.108	-.070	-.065
ADM		1.000	.003	-.002	.009	.114	.097	.069	.118
ABS			1.000	.397	.281	.099	-.012	-.134	.098
IMP				1.000	.090	-.049	-.080	-.181	.060
Integr ation					1.000	.490	.312	.340	.413
Planni ng						1.000	.448	.467	.441
Prof Dev							1.000	.387	.309
A & E								1.000	.425
SC- Partne rships									1.000

To explore the relationship between school level and the five dimensions further an analysis of variance was conducted. These results indicate that there was little difference across school types. Significant differences were found only on integration ($p < .021$) and planning ($p < .020$).

Recommendations

The pilot study resulted in recommendations for changes to the rubric and implementation of the measure on the school report card:

- (1) A character education measure should be included on the annual school report card, beginning with the November 2003 report card;
- (2) Maintain the five program elements to emphasize the comprehensive nature of the program;
- (3) The rubric should be amended to delete "6 hours" under professional development; add "facilitated" to the 4-point value under professional development; specify that desired outcomes should be "character-related" under assessment and evaluation;
- (4) Ascribe value terms (e.g., fair, and good) to point levels on the rubric and report those terms on the school report card.

B-4: Appendix A
Character Development Program Rubric

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
School-wide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three-four subject areas and in some extra-curricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
School-wide Planning	Character development is <u>not</u> included in our school strategic plan.	Character development is mentioned in our school strategic plan.	Character development is included in our school strategic plan as a specific objective.	Character development is included in two or more objectives in our school strategic plan.	Character development is integrated into every objective in our school strategic plan.
School-wide Professional Development*	No staff** have participated in character-related professional development this year.	1-25 percent of staff has participated in six hours of character-related professional development this year.	26-50 percent of staff has participated in six hours of character-related professional development this year.	51-75 percent of staff has participated in six hours of character-related professional development this year.	76-100 percent of staff has participated in six hours of character-related professional development this year.
Assessment & Evaluation	We have not conducted a character-related assessment this year.	We have conducted character-related needs assessment.	We have documented through a process evaluation the implementation of character development initiatives.	We have assessed outcomes among students and adults over the course of one school year.	We have assessed outcomes among students & adults over the course of at least two school years.
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

*In addition to character development training that includes the word "character" in the title, school-wide, character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management. **Staff includes administrators, teachers, support staff, and special services personnel. ***A formal agreement with business and/or community organizations.

B-4: APPENDIX B

Rubric as Amended after Pilot Study

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
School-wide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three-four subject areas and in some extra-curricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
School-wide Planning	Character development is <u>not</u> included in our school strategic plan.	Character development is mentioned in our school strategic plan.	Character development is included in our school strategic plan as a specific objective.	Character development is included in two or more objectives in our school strategic plan.	Character development is integrated into every objective in our school strategic plan.
School-wide Professional Development*	No staff** have participated in or facilitated character-related professional development this year.	1-25 percent of staff has participated in or facilitated character-related professional development this year.	26-50 percent of staff has participated in or facilitated character-related professional development this year.	51-75 percent of staff has participated in or facilitated character-related professional development this year.	76-100 percent of staff has participated in or facilitated character-related professional development this year.
Assessment & Evaluation	We have not conducted a character-related assessment in our school.	We have conducted a character-related needs assessment.	We have assessed implementation of our character development initiative and used the results to improve the initiative.	We have assessed the benefits of our character development initiative for students, staff and/or parents and used the results to improve the initiative.	We have used the results of our character-related assessments to affect change in school and/or district policies and procedures.
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

*In addition to character development training that includes the word "character" in the title, school-wide, character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management. **Staff includes administrators, teachers, support staff, and special services personnel. ***A formal agreement with business and/or community organizations.

B-4: APPENDIX C

Rationale and Grading System for Character Development on the State Report Card Developed by Statewide Character Education Partnership Team Rationale

By addressing the character development of their students and staff, schools will create a climate that supports learning and helps students achieve to their maximum potential, thereby helping the state meet the 2010 Education Goal and develop a productive workforce.

Grading System

Rating Terms	Point Scale
Excellent	3.6 to 4.0
Good	2.6 to 3.5
Average	1.6 to 2.5
Below Average	.6 to 1.5
Unsatisfactory	0 to .5

Definitions of Rating Terms

Excellent-The school has a comprehensive character development initiative that ensures that all students and staff perform to their maximum potential.

Good- The school has a comprehensive character development initiative that is producing results among students and staff.

Average-The school is addressing character development, but its efforts are not comprehensive.

Below Average-The school is developing the structure needed to begin a character development initiative.

Unsatisfactory-The school is not actively engaged in addressing the character development of its students or staff.

APPENDIX C

Definitions and Formulas for School or District Profile Information

Table of Contents - School or District Profile Information

1. Academic Plans, Students On	C-1
2. Academic Probation, Students On.....	C-1
3. Accreditation, Southern Association of Colleges and Schools.....	C-2
4. Adult Education/GED Programs, Students, Completing	C-2
5. Adult Education/GED Programs, Students, Enrolled.....	C-3
6. Advance Placement/International Baccalaureate (AP/IB), Participation Rate	C-3
7. Advance Placement/International Baccalaureate (AP/IB), Success Rate.....	C-4
8. Advanced Degrees, Teachers with	C-4
9. Arts, Opportunities in the	C-5
10. Attendance Rate, Students, Average Daily	C-6
11. Attendance Rate, Teachers, Average Daily	C-6
12. Average Teacher Salary	C-7
13. Board Orientation Training, Percent New Trustees Completing	C-7
14. Character Education Program	C-8
15. Continuing Contracts, Teachers	C-9
16. Disabilities, Students with, Other than Speech.....	C-9
17. Dollars, Spent per Pupil	C-10
18. Dropout Rate	C-10
19. Enrollment, School/District	C-11
20. Enrollment, Career Technology Courses, Comprehensive High Schools.....	C-11
21. Enrollment, Career Technology Centers	C-11
22. Expenditures, Percentage Spent on Teacher Salaries	C-12
23. Facilities, Average Age, District.....	C-12
24. Full Day Kindergarten, First Graders Who Attended	C-13
25. Gifted and Talented Services, Students State Eligible.....	C-13
26. Governance, School District.....	C-14
27. Graduation Rate	C-14
28. High School Credit Courses, Students Enrolled - Grades 7 and 8.....	C-15
29. Older Than Usual For Grade, Students	C-15
30. Organizations, Participation in Co-Curricular Career Technology	C-16
31. Parents Conferences, Attending.....	C-16
32. Portable Classrooms, District.....	C-17
33. Prime Instructional Time	C-17
34. Principal's Years at School.....	C-18
35. Professional Development Days, Teachers.....	C-18
36. Ratio Core Subjects, Student-Teacher.....	C-19
37. Retention, Student	C-20
38. Salaries, Administrative Comparisons.....	C-21
39. Schools, Alternative	C-21
40. Schools, Charter	C-21
41. Schools, Magnet.....	C-22
42. Students With Non-Speech Disabilities Taking PACT Off Grade Level.....	C-22
43. Superintendent's Years, District.....	C-23
44. Suspensions or Expulsions for Violent and/or Criminal Offenses, Out-of-School.....	C-23
45. Teachers, Highly Qualified.....	C-24
46. Teachers Returning From the Previous School Year	C-24
47. Teachers on Emergency or Provisional Certificates.....	C-25
48. Vacancies, More than Nine Weeks, Teacher	C-25
49. Work Based Experiences, Students.....	C-26

Students on Academic Plans

DEFINITION:

General

This fact reports the percentage of grade 4-8 students at this school/district that have state-required individualized plans for improvement of student academic performance.

Formula

School

1. Determine the total number of students in grades 4-8 who have state-required individual academic plans in the school
2. Divide the sum by the total enrollment in grades 4-8 at the school

District

1. Determine the total number of students in grades 4-8 who have state-required individual academic plans in the district
2. Divide the sum by the total enrollment in grades 4-8 in the district

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

November 15

Students on Academic Probation

DEFINITION:

General

This fact reports the percentage of students in grades 5-8 in danger of repeating current grade level because of low/poor performance in classroom and/or standardized assessments.

Formula

School

1. Determine the total number of students at school designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments.
2. Divide by the total number of students enrolled in grades 5-8 at the school.

District

1. Determine the total number of students in district designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments.
2. Divide by the total number of students enrolled in grades 5-8 in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

November 15

Accreditation, Southern Association of Colleges and Schools (SACS)

DEFINITION:

General

School Report Card: School is/is not accredited by the Southern Association of Colleges and Schools.

District Report Card: Percentage of schools in the district accredited by the Southern Association of Colleges and Schools.

Formula

School: Accreditation is indicated with a "Yes" or "No."

District: The number of accredited schools is divided by the total number of schools in the district and converted to a percentage.

PROCEDURES:

Collected By

State Department of Education

Reported By

Southern Association of Colleges and Schools

Timeframe

Number of students completing Adult Education diploma or GED preparation programs

DEFINITION:

General

This fact reports the number of students receiving a GED or a diploma through adult education programs.

Formula

Determine the number of students completing requirements for a GED or a high school diploma through Adult Education programs in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult Education Directors

Timeframe

190 day

The number of students enrolled in Adult Education diploma or GED preparation programs

DEFINITION:

General

This fact reports the number of students enrolled in Adult Education diploma or GED preparation programs.

Formula

Determine the total unduplicated count of the number of students enrolled in Adult Education diploma or GED preparation programs in the district

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult Education Directors

Timeframe

190 day

Advanced Placement/International Baccalaureate (AP/IB) Participation Rate

DEFINITION:

General

This indicator reports the participation rate as the unduplicated count of students enrolled in AP or IB courses divided by the 45-day ADM, expressed as a percent.

Formula/

Advanced Placement/ International Baccalaureate

Present this indicator as a ratio.

1. Determine the unduplicated number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school.
2. Divide the count in Step 1 by the 45-day ADM and express as a percent.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

January - March - Precode

Advanced Placement/International Baccalaureate Scores - Educational Testing Service (ETS) reported to schools in July each year

Advanced Placement/International Baccalaureate (AP/IB) Success Rate

DEFINITION:

General

This indicator reports the success rate in AP or IB courses as the unduplicated count of students scoring 3 or above on the AP tests, or 4 or above on the IB examinations, divided by the unduplicated count of students taking the tests, expressed as a percentage.

Formula/

Advanced Placement/ International Baccalaureate

Present this indicator as a percent.

1. Determine the unduplicated count of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school scoring 3 or above on the AP tests, or 4 or above on the IB examinations.
2. Divide the count in Step 1 above by the unduplicated number of students taking the tests and express the answer as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

January - March - Precode

Advanced Placement/International Baccalaureate Scores - Educational Testing Service (ETS) reported to schools in July each year

Teachers with advanced degrees

DEFINITION:

General

This indicator reports the percentage of teachers with earned degrees above the Bachelor's.

Formula

School

1. Determine the total number of teachers at the school with Masters degrees and above.
2. Divide the sum by the total number of teachers in the school.

District

1. Determine the total number of teachers in the district with Masters degrees and above.
2. Divide the sum by the total number of teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School Districts via Professional Certification System

Timeframe

190 day

Opportunities in the Arts

DEFINITION:

General

The number of arts disciplines offered in a school and the percentage of arts classes taught by teachers certified in the art discipline (music, visual art, drama, dance)

Formula

Category A - Number of arts disciplines offered during school year 2000-2001, including those offered through interactive technology.

Elementary schools: during the school day for at least an average of 30 minutes/arts disciplines each week

Middle/High School: for a minimum of one semester credit/unit

	<u>Option</u>	<u>Point Value</u>
<input type="checkbox"/>	0 or 1 discipline	1
<input type="checkbox"/>	2 disciplines	4
<input type="checkbox"/>	3 disciplines	7
<input type="checkbox"/>	4 disciplines	8

Category B - Percentage of the arts disciplines taught by teachers certified in the arts discipline(s) they are teaching (defined the same at all school levels)

	<u>Option</u>	<u>Point Value</u>
<input type="checkbox"/>	Less than 50%	1
<input type="checkbox"/>	50%	2
<input type="checkbox"/>	75%	3
<input type="checkbox"/>	100%	4

Total Score: $\frac{A+B}{2}$

Interpretation of Total Scores

Poor	=	2.5 or below
Fair	=	2.6 - 3.5
Good	=	3.6 - 4.9
Excellent	=	5 or above

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School Districts

Timeframe

190 day

Attendance Rate, Student Average Daily**DEFINITION:**General

This indicator reports the average number of students present on each day.

Formula

1. Determine the total number of days present for students in the school on the 135th day
2. Divide this amount by the number of days students were enrolled at the school.

PROCEDURES:Collected by:

State Department of Education, Office of Finance

Reported by:

School District Financial Reports

Timeframe

135 Day

Attendance Rate, Teacher Average Daily**DEFINITION:**General

This indicator reports the average percentage of teachers present on each school day.

Formula

School

1. Total the number of days present for teachers in the school. (Annual leave days for teachers in state special schools are excluded.)
2. Multiply number of teachers by 190 contract days (or number of contract days).
3. Divide step 1 by step 2.

Itinerant teachers should be included in calculations proportionate to assignment.

Until the teacher contract year reaches 195 days, teacher absences for professional development activities for which the district or school has paid a stipend or registration fee or activities teachers attend with permission from a school or district administrator are excused from the absence calculation. All activities which are excused must meet state-adopted standards for professional development.

PROCEDURES:Collected by:

Department of Education, Office of Research/Office of Finance

Reported by:

School District Survey

School Districts

Report Date

190 day

Average Teacher Salary

DEFINITION:

General

School

This indicator reports the average salary of teachers at the school. This average is compared to the state average teacher salary on the school report card.

District

This indicator reports the average salary of teachers in the district. This average is compared to the state average teacher salary on the district report card.

Formula

School

1. Add the salaries of the total FTE teachers assigned to the school (based on 190 days).
2. Divide the sum by the total FTE teachers assigned to the school (based on 190 days).

District

1. Add the salaries of the total FTE teachers assigned to the district (based on 190 days).
2. Divide the sum by the total FTE teachers assigned to the district (based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

District Financial Officers

Timeframe

135 day

Board Orientation Training, Percent New Trustees Completing

DEFINITION:

General

Reports the percentage of newly-elected school board trustees who have completed the orientation program for new school board trustees. Reported on district report card.

Formula

The number of new trustees who have completed the training is divided by the total number of new trustees and converted to a percentage.

PROCEDURES

Collected By

State Department of Education

Reported By

School Districts

Timeframe

Character Education Program (Beginning in 2004)

DEFINITION

General

The character development of students and staff in the school is measured using a rubric developed by the SC Character Education Partnership Team.

Formula

The scores from the rubric are converted to ratings based on the following scale points:

Rating Terms	Point Scale
Excellent	3.6 to 4.0
Good	2.6 to 3.5
Average	1.6 to 2.5
Below Average	.6 to 1.5
Unsatisfactory	0 to .5

Definitions of Rating Terms

Excellent-The school has a comprehensive character development initiative that ensures that all students and staff perform to their maximum potential.

Good- The school has a comprehensive character development initiative that is producing results among students and staff.

Average-The school is addressing character development, but its efforts are not comprehensive.

Below Average-The school is developing the structure needed to begin a character development initiative.

Unsatisfactory-The school is not actively engaged in addressing the character development of its students or staff.

PROCEDURE

Collected By

State Department of Education, Office of Safe Schools and Youth Services

Reported By

School Districts

Timeframe

Spring data collection

Teachers with continuing contract status

DEFINITION:

General

This indicator reports on the percentage of teachers in the school/district with continuing contract status.

Formula

School

Divide the total number of FTE teachers at the school with continuing contract status during the ratings year by the total number of FTE teachers in the school.

District

Divide the total number of FTE teachers in the district with continuing contract status during the school year of the report card data collection by the total number of FTE teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Certification

Reported by:

School districts

Professional Certification System

Timeframe

190 day

Percentage of students with disabilities other than speech

DEFINITION:

GeneralFormula

The percentage of students qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services only).

School

1. Determine the total number of students at the school qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services) on the 45th day.
2. Divide the total by the number of students enrolled at the school on the 45th day of school.

District

1. Determine the total number of students enrolled in the district qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services) on the 45th day.
2. Divide the total by the number of students enrolled at the district on the 45th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district - OSIRIS - Precode data

Timeframe

January - March

Dollars spent per pupil

DEFINITION:

General

This indicator reports the federal, state and district funds spent for the education of each student during the most recent school year.

Formula

School

1. Determine annual operating expenses for all school activities. Include In\$ite categories for Instruction, Instructional Support, Operations, Leadership. Exclude expenses for Capital Outlay and Debt Service categories.
2. Divide the sum by the average daily membership (ADM) of the school.

District

1. Determine annual operating expenses for all district activities. Include In\$ite categories for Instruction, Instructional Support, Operations, Leadership. Exclude expenses for Capital Outlay and Debt Service categories.
2. Divide the sum by the average daily membership (ADM) of the district.

NOTE: Footnote on report card with statement, "Prior year's financial data"

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Reporting Date

135 day

Note: These data are for the year preceding the ratings year.

Annual Dropout Rate

DEFINITION:

General

This fact provides information on the annual rate of students who leave school for any reason other than death, prior to graduation or completion of a course of studies without transferring to another school or institution divided by the total number of students enrolled at the school (grades 7-12) (SDE Guidelines).

Formula

School - (Grades 7-12 only)

Calculated for each school grades 7-12 (overall).

1. Determine the number of students who dropped out of school during the previous school year (as per SDE guidelines).
2. Add the number of students who failed to return after the summer.
3. Divide the sum of 1 & 2 by the total number of students enrolled on the last day of school during the previous school year.

Data will be two years behind.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School district

Timeframe

45th day of the following school year

Enrollment, School/District

DEFINITION:

General

Total number of students enrolled in the school/district on the 45th day of school

Formula

School

Determine the student count for the total number of students enrolled in the school on the 45th day of school.

District

Determine the student count for the total number of students enrolled in the district on the 45th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe

January - March

Enrolled in career technology courses at comprehensive high schools

DEFINITION:

General

The total number of students that are enrolled in career technology (occupational) courses at the comprehensive high school. Each course must meet a minimum of 250 minutes weekly.

Formula

Determine the total number of students that are enrolled in career technology courses of study at the comprehensive high school on the 45th day of school.

PROCEDURES:

Collected by:

Office of Career and Technology Education

Reported by:

School District - OSIRIS - Precode data

Timeframe

January - March

Career Technology Enrollment at Career Technology Centers

DEFINITION:

General

The number of students enrolled in classes at the career technology center

Formula

Determine total number of students enrolled at the career technology center on the 45th day

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

Career Technology Center Directors

Timeframe

45 day

Percentage Expenditures on Teacher Salaries

DEFINITION:

General

This fact provides information on the percentage of per student expenditures spent on teacher, instructional assistant and substitute salaries.

Formula

School

1. Add teacher salaries, instructional assistant salaries and substitute teacher pay for the year of the report card data (school).
2. Divide by the total dollars spent per students.

District

1. Add teacher salaries, instructional assistant salaries and substitute teacher pay for the year of the report card data (district).
2. Divide by the total dollars spent per student.

NOTE: Footnote on report card with statement, "Prior year's financial data"

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School District Financial Officers

Timeframe

135 day - Data will be one year behind.

Average Age of Facilities in the District*

DEFINITION:

General

The average age (years since construction) of all school facilities in the district.

Formula

1. Determine the age of each school facility in the district.
 2. Total the ages (years since construction) for all school facilities in the district.
 3. Divide the sum (2) by the total number of school facilities in the district.
- *Buildings used for the instruction of students.

PROCEDURES:

Collected by:

State Department of Education, Office of Facilities

Reported by:

School Districts

Timeframe

190 Day Report

Percentage of First Graders Participating in Full Day Kindergarten

DEFINITION:

This fact reports the percentage of 1st graders at the school who participated in full day kindergarten programs.

Formula

1. Determine the total number of 1st grade students at the school site who participated in full day kindergarten programs (public, private if available).
2. Divide the total by the total number of students enrolled at the school on the 45th day of school year.

PROCEDURES:

Collected by:

State Department of Education
Office of Early Childhood

Reported by:

School Districts

Timeframe:

Fall

Eligible for state gifted and talented services

DEFINITION:

General

This fact reports the percentage of students who meet the state guidelines for receiving gifted and talented services.

Formula

School

1. Determine the number of students at the school who qualify to receive gifted and talented services as per state-identified guidelines. (grades 3-10)
2. Divide the sum by the total number of students enrolled in grades 3-10 at the school on the 45th day.

District

1. Determine the number of students in (grades 3-10) the district who qualify to receive gifted and talented services as per state-identified guidelines.
2. Divide the sum by the total number of students enrolled in grades 3-10 the district on the 45th day.

PROCEDURES:

Collected by:

Office of Research, Office of Finance

Reported by:

School districts
Precode Reporting Process

Timeframe

January - March

Governance, School District

DEFINITION

General

Reports the type of governance for the school district. Reported on district report card.

Formula

The following information is reported:

Board Membership – number of trustees and election/selection method;

Fiscal Authority – governing body with authority to levy and expend funds;

Average Hours of Training Annually – number of hours provided to school board trustees divided by the total number of trustees and converted to a percentage.

PROCEDURES

Collected By

State Department of Education

Reported By

School Districts

Timeframe

Graduation Rate

DEFINITION:

General

This indicator reports the percentage of original ninth grade students who earn standard high school diplomas who graduate in four years or less (i.e., on time).

NOTE: Graduation Rate definition complies with requirements of No Child Left Behind legislation.

Formula

School/District

1. Student Count
9th Grade Student Count for school year beginning 4 years before year of graduation. (Count is taken from 9th grade Master Classification List.)
Subtract 9th grade repeaters - _____
Subtract all students who transferred out of school/district - _____
Add all students who transferred into school/district + _____
Total Number of Students = _____
2. Diplomas Issued
Total Number of Diplomas, and/or GED Issued = _____
3. Graduation Rate
Divide (Step Two by Step One), convert to percentage _____

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School Districts

Timeframe

190 day - Available 2003

Addendum: After Summer School

Percentage of 7th and 8th grade students enrolled in high school credit courses

DEFINITION:

General

This fact reports the percentage of 7th and 8th grade students that enroll in courses for high school credit.

Formula

1. Determine the total number of students enrolled on 45th day in grades 7 and 8 enrolled in courses for high school credit
2. Divide the total by the number of 7th and 8th graders enrolled at the school on the 45th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

January - March

Students older than usual for grade (two or more years)

DEFINITION:

General

This fact provides information on the percentage of students who are more than two years over age for grade.

Formula

1. Determine the total number of students enrolled at 45th day who are more than two years older than the typical age of pupils at student's current grade assignment. (September as reference date)
2. Divide the sum by the total number of students enrolled at the school on the 45th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Precode-Testing File

Timeframe

January - March

Participation in Co-Curricular Career Technology Organizations

DEFINITION:

General

This fact reports the percentage of students attending career technology centers or comprehensive high schools that participate in career technology co-curricular organizations.

Formula

Career Technology Centers

1. Determine the unduplicated number of students at the career technology center that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
2. Divide the sum by the total number of students enrolled at the school on the 45th day of school.

Comprehensive High School

1. Determine the unduplicated number of students at the comprehensive high school that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
2. Divide the sum by the total number of students enrolled in career technology courses on the 45th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School District Career Technology Coordinators, Directors

Timeframe

190 day

Parents attending conferences

DEFINITION:

General

The percentage of students in the school whose parents/guardians participate in or attended an individual parent conference and/or an academic plan conference. Conferences include face-to-face and telephone conferences and two-way e-mail conferences.

Formula

1. Count the number of students in the school whose parents/guardians attended at least one individual parent conference (unduplicated count) or an academic plan conference during the school year.
2. Divide the total number of students in the school whose parents/guardians attended at least one individual parent conference or an academic plan conference at the school (step 1) by the total number of students enrolled at the school on the 135th day of school

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School Districts

Timeframe

190 day

Percentage of portable classrooms in the District

DEFINITION:

General

This fact reports the number of portable (relocatable units)* classrooms (shown as a percentage of the total classrooms)

Formula

1. Determine the number of classrooms classified as portable structures (relocatable units)* in the district during the school year for which data is being reported.
2. Divide by the total number of classrooms.

**Designation given in Statewide Summary Capital Needs, 1998-99, State Department of Education Office of Facilities*

PROCEDURES:

Collected by:

State Department of Education, Office of Facilities
Statewide Summary Capital Needs

Reported by:

School Districts

Timeframe

190 day

Prime Instructional Time

DEFINITION:

General

This indicator provides information on the percentage of instructional time available when both teachers and students are present.

Formula

1. Calculate average teacher load:
$$\frac{\# \text{ students ADM}}{\# \text{ contract classroom teachers}}$$
2. Calculate the number of days teachers are absent from the classroom for any reason. (Annual leave for teachers in state special schools is excluded.)
3. Calculate the number of days students are absent from the classroom for any reason.
4. Calculate the total instructional time in days:
$$\# \text{ students ADM} \times 180 \text{ (or } \# \text{ of instructional days)}$$
5. Prime instructional time =
$$1.00 - \frac{(1X2) + 3}{4} \times 100\%$$

PROCEDURES:

Collected by

State Department of Education, Office of Research

Reported by

School Districts
OSIRIS- Pupil Accounting System
End of Year Attendance Survey

Timeframe

190 day

Principal's Years at School

DEFINITION:

General

This fact reports the length of time that the principal has been assigned to the school.

Formula

Total the principal's actual length of time at the school

90 days or less = .5 year; more than 90 days = 1 year

PROCEDURES:

Collected by:

State Department of Education, Professional Certification System

Reported by:

District Superintendent

Report Date

190 day

Professional Development Days, Teachers

DEFINITION:

General

This indicator reports the average number of professional development days per teacher.

Formula

1. Multiply the number of professional staff paid on the teacher salary schedule by the 5 statutory days for professional development.
2. Add the product of the number of additional days for which the district or school has paid a stipend, or registration fee, or the teacher has permission from school or district administrator for professional development that meets the state-adopted standards by the number of teachers participating. Until the teacher contract year reaches 195 days, this formula may include activities occurring on instructional days.
3. Divide the sum of 1 and 2 by the total number of professional staff in item 1.

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe

190 day

Student - Teacher Ratio for Core Subjects (each class)

DEFINITION:

General

This fact reports the average student teacher ratio for English language arts, mathematics, science and social studies classes.

Formula

Grades K-5

1. Determine the number of students enrolled at the school on the 45th day of school.
2. Determine the total number of teachers in the school (excluding counselors, librarians, administrators, specialists and teachers of art, music, physical education or special education)
3. Determine the number of self-contained students with disabilities enrolled in the school on 45th day.
4. Determine the total number of teachers of self contained classes at the school.
5. Find the total number of students: #1 + #3
6. Find the student/teacher ratio in "regular" core classes: #1 / #2
7. Find the student/teacher ratio in self-contained classes for the disabled: #3 / #4
8. Find the sum of the student teacher ratios, weighted by the proportion of students: $[(\#1 / \#5) * \#6] + [(\#3 / \#5) * \#7]$

Grades 6-12

1. Determine the unduplicated number of students enrolled in math, English/language arts, science and social studies classes on the 45th Day of school.
2. Determine the number of FTE classroom teachers of English/language arts, math, science and social studies at the school.
3. Determine the number of self-contained students with disabilities enrolled in the school on 45th day.
4. Determine the total number of teachers of self contained classes at the school.
5. Find the total number of students: #1 + #3
6. Find the student/teacher ratio in "regular" core classes: #1 / #2
7. Find the student/teacher ratio in self-contained classes for the disabled: #3 / #4
8. Find the sum of the student teacher ratios, weighted by the proportion of students: $[(\#1 / \#5) * \#6] + [(\#3 / \#5) * \#7]$

District

1. Determine the number of students enrolled in grades K-5 in district on 45th day.
2. Determine the number of students (grades 6-12) enrolled in math, English/language arts, science and social studies classes in district on 45th day.
3. Determine the number of self-contained students with disabilities enrolled in the school district on 45th day.
4. Divide the sum (#3) by the total number of teachers of self contained classes at the school.
5. Divide the total number of students by the total number of teachers.
 $\frac{(1+3) \text{ total number of students}}{(2+4) \text{ total number of teachers}}$

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School Districts-OSIRIS

Timeframe

January - March

Retention, Students

DEFINITION:

General

This indicator reports the percentage of students required to repeat grade levels because of poor grades, low test scores and/or teacher judgement in the last completed school year.

Formula

Grades K-8

School

1. Determine the total number of students classified at the same grade level for two consecutive years (grades K-8).
2. Divide the sum by the total student enrollment (grades K-8) at the school on the 45th day.

District

1. Determine the total number of students classified at the same grade level for consecutive years (grades K-8).
2. Divide the sum by the total student enrollment (grades K-8) at the school on the 45th day.

Grades 9-12

School

1. Determine the total number of students enrolled on 45th day not earning enough units to be classified at the next grade level in the school;
2. Divide the sum by the number of students enrolled in the school on the 45th day.

District

1. Determine the total number of students not earning enough units to be classified at the next grade level in the district;
2. Divide the sum by the number of students enrolled in the district on the 45th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School District, Precode Reporting

Timeframe

March - January

Administrative salary, Average

DEFINITION:

General

This fact reports the average salary of administrators in the district. The average district salary is compared to national and state average salary for these educators.

Formula

1. Determine the aggregate salaries of administrators in the district (paid on administrative schedule)
2. Divide the sum by the total number of administrators in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School Districts

Timeframe

190 day

Number of Alternative Schools in the District

DEFINITION:

General

This fact reports the total number of alternative schools in the district accredited through the State Department of Education, Office of Organizational Development.

Formula

Determine the number of alternative schools in the district accredited through the State Department of Education, Office of Organizational Development.

PROCEDURES:

Collected by:

The State Department of Education, Office of School Quality

Reported by:

District Pupil Accounting System, OSIRIS

Timeframe

190 day

Number of Charter Schools in the District

DEFINITION:

General

This fact reports the total number of charter schools in the district. Under state law, a charter school is "a public, non-sectarian, non-religious, non-home-based, non-profit corporation forming a school which operates within a public school district."

Formula

Determine the number of charter schools in the district that have been approved for operation by the local school board or the State Board of Education

PROCEDURES:

Collected by:

State Department of Education, Office of School Quality

Reported by:

School Districts

Timeframe

190 day

Number of Magnet Schools in the District

DEFINITION:

General

This fact reports the total number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

Formula

Determine the number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

PROCEDURES:

Collected by:

The State Department of Education, Office of School Quality

Reported by:

District Pupil Accounting System, OSIRIS

Timeframe

190 day

Students with non-speech disabilities taking PACT off grade level

DEFINITION:

General

The percentage of students who take a PACT test (ELA and/or mathematics in 2001) at a grade level one or more grade levels below their EFA grade designation.

Formula

Determine the number of students who take a PACT test which is one or more grade levels below their designated EFA grade level. Divide by the number of students tested and convert to percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe

190 day

Superintendent's years in office

DEFINITION:

General

The number of years that the current district Superintendent has held that position

Formula

Determine the length of time the superintendent has been in office. The total time should be reported in years.

(90 days or less = .5 year; more than 90 days = 1 year.)

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe

190 day

Out of School suspensions or expulsions for violent and/or criminal offenses

DEFINITION:

General

This fact provides information on the percentage of out of school suspensions and expulsions for physical violence and/or criminal offenses.

Formula

School

1. Determine the unduplicated count of students dismissed from school (out of school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school sponsored events to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
2. Divide the count from Step 1 above by the 45-day ADM and express as a percentage.

District

1. Determine the unduplicated count of students dismissed from school (out of school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school sponsored events to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
2. Divide the count from Step 1 above by the 45-day ADM and express as a percentage.

PROCEDURES:

Collected by:

State Department of Education,

Reported by:

School districts and individual schools

Timeframe

190 day

Teachers, Highly Qualified

DEFINITION

General

The percentage of teachers of core academic subjects in the school or district who are highly qualified based on criteria outlined in No Child Left Behind legislation.

Formula

Final approval by the US Department of Education of the methodology for determining this measure had not been received at the time of publication of this manual.

PROCEDURE

Collected By

State Department of Education, Office of Teacher Preparation, Support, and Assessment

Reported By

School Districts

Timeframe

Teachers Returning From the Previous School Year

DEFINITION:

General

This indicator provides information on the percentage of classroom teachers returning to the school/district from the previous school year for a three year period.

Formula

School

1. Determine total number of teachers assigned to school in year previous to ratings performance year.
2. Determine number of teachers who returned in the ratings year.
3. Divide step 2 by step 1.
4. Average the result yielded in step 3 for the preceding three year period.

District

Total number of certified teachers assigned to each school in the district during the school year prior to report card distribution.

PROCEDURES:

Collected by:

Department of Education, Office of Research

Reported by:

School Districts, Professional Certification System

Timeframe

190 day

Teachers on Emergency or Provisional Certificates

DEFINITION:

General

This indicator reports the percentage of teachers who do not have full teaching certification.

Formula

1. Determine the total number of teachers.
2. Determine the number of teachers with Emergency or Provisional Certificates.
3. Divide step 2 by step 1 and convert to a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Teacher Certification

Reported by:

School district

Timeframe

190 day

Teacher vacancies more than nine weeks

DEFINITION:

General

This indicator reports the percentage of teaching positions that remain unfilled for more than nine weeks.

Formula

1. Determine the number of classroom teacher positions, excluding media specialists and guidance counselors, that remained unfilled by certified teachers under contract for more than nine weeks.
2. Divide the total by the number of classroom teacher positions, excluding media specialists and guidance counselors, in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe

190 day

Students in Work-Based Experiences

DEFINITION:

General

This fact reports the percentage of students involved with in-depth learning experiences at a work-site providing students with work-related knowledge and skills (youth apprenticeships, registered apprenticeships, cooperative education, mentoring, shadowing, internships and service learning).

Formula

Career Technology Centers

1. Determine the total number of students participating in structured experiences with an outside agency or business (types listed in general definition).
2. Divide the total (#1) by the total number of students enrolled at the center on the 45th day of school.

Comprehensive High Schools

1. Determine the total number of students that participate in structured experiences with an outside agency or business.
2. Divide the total (#1) by the total number of students enrolled in courses at the High School.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

Timeframe

190 day

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APPENDIX D

Table of Specifications for School or District Report Card Data

APPENDIX D

TABLE OF SPECIFICATIONS

Data for each noted item should be included in the school or district report card for a school or district enrolling students in the designated grades.

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Title Page																		
School/district name, Address	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Principal, Superintendent, and Board Chairman names																		
Telephone numbers																		
Fiscal authority																		
Grades and total enrollment	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Absolute & Improvement Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Similar schools/districts - Absolute Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Improvement incentive - HUGs																		
SC Performance Goal	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SDE & EOC website addresses	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Achievement Performance Page(s)																		
School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Performance trends	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Critical definitions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• PACT performance levels																		
Percent student records matched					•	•	•	•	•									•

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Graphic display (pie charts) <ul style="list-style-type: none"> • State assessment data, by content area • Distribution among the four performance levels (PACT) • This school/district • Schools/districts with students like ours 				•	•	•	•	•	•						As applicable to the program			•
Table display <ul style="list-style-type: none"> • Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by content area (PACT) • Number tested • Percent Not Tested • Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status¹ • State objective 				•	•	•	•	•	•						•	•	•	•
Table display <ul style="list-style-type: none"> • Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by grade level and content area for the current year and previous year. (PACT) • Number tested • Percent not tested 				•	•	•	•	•	•						•	•	•	•
Table display <ul style="list-style-type: none"> • Percent seniors eligible for LIFE scholarship • Percent seniors meeting SAT/ACT requirement • Percent seniors meeting grade point average requirement • This school/district • Schools/districts with students like ours 										•	•	•	•		As applicable to the program			•

¹ NOTE: Subgroup scores should be reported consistent with the minimum requirements stated in Section III of this Manual

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display	<ul style="list-style-type: none"> Percentage of students scoring pass on 3, 2, 1, or 0 tests on first (10th grade) attempt on high school Exit Exam (2003); % passing on 2, 1, 0 subtests on first attempt on HSAP (2004 and beyond) – for current year and previous two classes This school/district Schools/districts with students like ours 										●	●	●	●		As applicable to the program			●
Table display	<ul style="list-style-type: none"> (Beginning 2004) % of students at each performance level on each HSAP subtest (first attempt). Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status Number tested Percent not tested State objective 										●	●	●	●		As applicable to the program			●
Table display	<ul style="list-style-type: none"> Longitudinal Exit Exam passage rate for current senior class Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status 										●	●	●	●		As applicable to the program			●
Table display	<ul style="list-style-type: none"> Eligibility for LIFE scholarships Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status 										●	●	●	●		As applicable to the program			●

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display																		
• Graduation rate										•	•	•	•		As applicable to the program			•
• Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status																		
• Met State objective																		
Table display																		
• Graduation rate										•	•	•	•		As applicable to the program			•
• # of students																		
• # of diplomas																		
• This school/district																		
• Schools/districts with students like ours																		
Table display																		
• Longitudinal Exit Exam Passage Rate										•	•	•	•		As applicable to the program			•
• This school/district																		
• Schools/districts with students like ours																		
Table display (under development)																		
• Percentage of students scoring pass on end of course tests by academic content area and by course for										•	•	•	•		As applicable to the program			•
• This school/district																		
• Schools/districts with students like ours																		
K-2 only schools																		
• Student attendance	•	•	•												As applicable to the program			
• Parent involvement	•	•	•												As applicable to the program			
• Student-teacher ratio	•	•	•												As applicable to the program			
• Early childhood school accreditation by external group	•	•	•												As applicable to the program			
• Professional development time devoted to early childhood	•	•	•												As applicable to the program			
• Early childhood preparation of faculty (2004 & beyond)	•	•	•												As applicable to the program			
• Classroom environment ratings (2004 & beyond)	•	•	•												As applicable to the program			

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District	
Table display	<ul style="list-style-type: none">Percentage of students from school scoring Below Basic, Basic, Proficient, or Advanced by content area (PACT) in grade 3Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status	●	●	●													As applicable to the program			
		●	●	●																
Table display	<ul style="list-style-type: none">Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by grade level and content area for the current year and previous year (grade 3).Number testedPercent not tested	●	●	●													As applicable to the program			
Career/Technology																				
●	1. Percentage of career/technology students mastering core competencies														●					
●	2. Percentage of career/technology students receiving diploma														●					
●	3. Percentage of career/technology completers placed														●					
●	Table display														●					
●	Core competencies, graduated, placement																			
●	Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status																			
	Descriptions of Career/Technology Terms																			
	Display of Performance																			
	● SAT and ACT by verbal, math and composite scores detailing district, state and national performance for two years																		●	
Profile Page (s)	NOTE: These data are displayed for our school, schools with students like ours, and the state median for schools at the same level. The change from the previous year is shown as well.																			

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Students																			
	Percentage AP/IB success										•	•	•	•		As applicable to program			•
	Percentage AP/IB participation										•	•	•	•					•
	Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage With non-speech disabilities taking PACT <i>off</i> grade level by content area (ELA & Math)				•	•	•	•	•	•									•
	Percentage Attended full day kindergarten		•	•	•	•	•												•
	Percentage Percent retained	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage Annual Dropout Rate								•	•	•	•	•	•		As appropriate to grade levels	•	•	•
	Percentage On academic plans					•	•	•	•	•									•
	Percentage On academic probation						•	•	•	•									•
	Percentage Older than usual for grade	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	
	Number Adult education diploma or GED preparation programs enrollment																		•
	Number Adult education diploma or GED preparation program completions																		•
	Percentage Out-of school suspensions or expulsions for violent &/or criminal offenses	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage Enrolled in high school credit courses (grades 7 & 8)								•	•									
	Percentage State eligible gifted and talented services				•	•	•	•	•	•	•	•				•	• (Not GSAH)	•	•

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Percentage With non-speech disabilities	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Teachers	Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Percent with advanced degrees	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Continuing contract status	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Highly Qualified Teachers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage On Emergency or Out of Field Permits	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Teachers returning from previous school year	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Average teacher salary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Vacancies for more than nine weeks																		•
School/ District	School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Dollars spent per student	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Prime instructional time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Ratio Student teacher ratio in core subjects	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Professional development days per teacher	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Spent on teacher salaries	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Number Supts/principal's years at district/school	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Percentage Parent conferences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Rating Opportunities in the arts	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	● (Not GSAH)	●
	Yes/No SACS Accreditation	●	●	●	●	●	●	●	●	●	●	●	●	●	As applicable to program				
	Rating Character Education Program (2004)	●	●	●	●	●	●	●	●	●	●	●	●	●					●
AYP Indicators	Student attendance	●	●	●	●	●	●	●	●	●	●	●	●	●	As applicable to program				
	● State objective																		
	● Met State objective																		
	Highly qualified teachers	●	●	●	●	●	●	●	●	●	●	●	●	●	As applicable to program				
	● State objective																		
	● Met State objective																		
	Highly Qualified Teachers in Low Poverty Schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Highly Qualified Teachers in High Poverty Schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
District	Number																		
	Total schools in the district																		●
	Number																		●
	Alternative schools																		
	Number																		●
	Charter schools																		●
	Number																		●
	Magnet schools																		●
	Number																		●
	Average age of school facilities																		●
	Percentage																		●
	Portable classrooms																		●
	Dollars																		●
	Average administrative salary																		
Career/ Technology	Percentage																		
	Student participation in career technology /co-curricular clubs/organizations										●	●	●	●	●				
	Number Enrollment career/technology center/courses										●	●	●	●	●				

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
	Percentage Students participating in work- based experiences										•	•	•	•	•				
	Percentage Career/technology students mastering core competencies										•	•	•	•	•				
	Percentage Career/technology completers placed										•	•	•	•	•				
Back Cover	Principal's/SIC, director's, Report	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Student, teacher, parent survey results	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Critical definitions • School rating terms • Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Schools in improvement status																		•
	District Superintendent's Report																		•
	Board membership elections																		•
	Average hours Board training																		•
	New Board member orientation training																		•

Total Printing Costs\$10,340.00
Units Printed 2000
Cost Per Unit..... \$5.17

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